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The third of the Los Angeles Public Library's semi-annual reports on its federal project for the disadvantaged includes individual staff reports from the Central Region, Bookmobile Division, Lincoln Heights, Venice, The Display Artist, and a student worker. In these reports are discussions of (1) conditions and people in the communities served, (2) materials and methods used in extending library services, (3) specific activities and programs, (4) problems encountered, (5) community and librarians' reactions to the project as a whole and to individual programs, and (6) goals for future service. Names of films and recordings added to the collection are appended. (CC)

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LOS ANGELES PUBLIC LIBRARY

REPORT OF
LIBRARY SERVICES AND CONSTRUCTION ACT
PROJECT #2842

January 1-June 30, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Los Angeles Public Library
630 WEST FIFTH STREET
LOS ANGELES 17, CALIFORNIA

CITY LIBRARIAN
HAROLD L. HAMILL

July 29, 1967

Mrs. Carma Leigh, State Librarian
The California State Library
Sacramento, California 95809

Dear Mrs. Leigh:

In accordance with the conditions set forth in paragraph III, Section B of Standard Agreement No. 2842 dated June 14, 1965, and amended May 17, 1966, we are submitting a report of the activities of the Library Services and Construction Act Project of the Los Angeles Public Library, covering the period January 1 through June 30, 1967.

Very truly yours,

Harold L. Hamill

Harold L. Hamill
City Librarian

JGS:nw

INTRODUCTION

For the period covered, this report is made up of individual reports of the librarians in the project. One report is missing, that of Mrs. Frances Carter, Bookmobile Children's Specialist, seriously ill since June 1.

As is true with any collection of papers, treatment of the subject varies in point of view and emphasis with each writer; however, each paper should show community problems, materials and methods used in relating library service to the problems perceived.

Continuing our practice of holding staff meetings in community facilities, during the report period we have met at the Church of the Epiphany in Lincoln Heights; at Watts Happening Coffee House; with Vista Volunteers at Brooks Chapel in Venice; and at Metropolitan Teen Post in Central Los Angeles.

All project librarians participated in a series of reports to the general staff at six branch order meetings. Each unit reported on a separate date. The reports were interesting and well received.

Staff members were pleased to receive, at different times, as guests for day-long visits: Mr. Harold L. Hamill, City Librarian; Miss Katherine Laich, Assistant City Librarian; Mrs. Carma Leigh, California State Librarian;

Mrs. Phyllis Dalton, Assistant State Librarian; and, Miss M. Virginia Hughes, Consultant from State Library. Three librarians from the Philippines, now students in University of Southern California Library School, spent a day as our guests at a staff meeting and at the Dana Strand Bookmobile stop in Wilmington.

Throughout the year there were numerous contacts between project staff members and students and teachers at the three local library schools--University of California at Los Angeles, University of Southern California and Immaculate Heart.

On several occasions the project co-ordinator met with Dr. Marshall Crawshaw, Supervising Curriculum Director, Training Department of the Economic and Youth Opportunity Agency and Mrs. Claire Boskin, Materials Development Co-ordinator, Department of Urban Affairs, Extension Department, University of California at Los Angeles. Our main interest was co-ordination of film pre-viewing. The contact gave all of us information on the new programs in which we are involved.

The new bookmobile ordered months ago for the project made its first scheduled run on May 19. Some adjustments were necessary before operation was entirely satisfactory. Special inauguration programs were arranged for three of its stops. The staff is, of course, relieved to have the comfort of the roomy bookmobile instead of the small re-conditioned van used for eight months.

The project has suffered most from lack of a public relations program. Funds have been appropriated, but the time required to canvass the list of civil service eligibles has extended beyond June 30. We have made a choice and expect our public relations representative to begin his assignment on August 14.

The Display Artist began work on March 6. This report includes a list of the projects he has completed.

The Venice Project Staff assembled examples of publicity which had been used to promote library use through the Federal Project and submitted it in competition for a John Cotton Dana Publicity Award. This entry along with other entries was on display at American Library Association. The branch received Honorable Mention for "accenting the modern idiom in its publicity".

The project secretary, Mrs. Nellie Wood, has performed ably and efficiently in the responsible assignment of placing orders with dealers, co-ordinating records of shipments with the Bookmobile Library Assistant, checking bills and preparing them for payment approval. She maintains excellent relations with all project staff members and has proved herself reliable in all matters relating to the business of the project. Periodically, she has had some assistance from young people assigned by Neighborhood Youth Corps. She has tried to make their assignment with us a valuable training period.

LOS ANGELES PUBLIC LIBRARY

REPORT III

LIBRARY SERVICES AND CONSTRUCTION ACT

PROJECT #2842

January 1-June 30, 1967

Director

Mrs. Edith P. Bishop, Director of Branches

Co-ordinator

Mrs. Johanna G. Sutton, Principal Librarian

Secretary

Mrs. Manuela Wood

Central Region Staff

Mrs. Hermia Davis, Sr. Librarian, YA Services Specialist
Miss Daisy Jones, Sr. Librarian, Adult Services Specialist
Mrs. Binnie Tate, Sr. Librarian, Children's Services Specialist
Mrs. Marjorie J. Johnson, Secretary

Bookmobile Staff

Mrs. Marianne Adler. Senior Librarian
Mrs. Frances Carter, Children's Services Specialist
Mr. Marion Cobb, Adult Services Specialist
Miss Barbara Edge, Young Adult Services Specialist
Miss Monteria Hightower, Library Assistant
Mrs. Madeline Oldwine, Clerk Typist (temporary assignment)

(continued)

Bookmobile Staff - (contd)

Mrs. Ethel Thurston, Clerk Typist

Mr. Linward Matthews, Clerk

Mr. Raymond Hernandez, Clerk

Mr. Bert Thomas, Truck Operator

Mr. Willie Williams, Auto Messenger Clerk

Lincoln Heights Staff

Mrs. Courtney Ayers, Adult Services Specialist

Mrs. Marcia Linville, Children's Services Specialist

Mr. Ralph Webb, Young Adult Services Specialist

Miss Linda Nelson, Clerk Typist (half-time) (transferred)

Venice Staff

Mrs. Selma Benjamin, Children's Services Specialist

Mrs. Doris Dosser, Young Adult Services Specialist

Mr. Don Roberts, Adult Services Specialist

Miss Patricia Hayashida, Clerk Typist (half-time)

Display Artist

Mr. Charles A. Curtis

Public Relations

Mr. Peter A. Odencrans

Additional Staff Secured
Through
Economic Opportunity Program

Mrs. Norma Abner, NYC enrollee, Bookmobile
(Resigned to accept a career position.)

Miss Lillie Bodley, NYC enrollee, Bookmobile

Mrs. Addie Edwards, NAPP Clerical aide, Venice

Miss Loretta Fisher, NYC enrollee, Bookmobile

Miss Sadie Green, NYC enrollee, Bookmobile
(Resigned to attend college.)

Miss Linda Montaño, NAPP Clerical aide, Lincoln Heights

Miss Gloria A. Shedrick, NYC enrollee, Office

Bookmobile

Marianne Adler
Senior Librarian

A year has elapsed since the beginning of our service to the public. We have opened 12 stops, closed two, and have a waiting list for additional stops as soon as feasible.

I. Goals

Our goal was to bring service to those who for various reasons did not avail themselves of the library. This goal still stands, but we have expanded our outlook to include enrichment and new techniques of information and recreation.

We first had to discover why branch libraries in underprivileged areas are not used to capacity; to try to remedy the causes, and to furnish additional incentives that would induce people to become library users.

II. The Community

Geographically, the community to which I am referring is bounded by Manchester-Firestone on the north, Figueroa on the west, Imperial on the south, and Alameda on the east.

Community attitudes. Let's face it, books and reading do not constitute a necessity of life in the areas we are trying to reach.

They are not part of the folk culture. Reading is a solitary activity, whereas, life in the inner city is full of social contact. In contrast, entertainment which does not require participation, such as television, has become an integral part of daily living.

The absence of reading as a tradition expresses itself in the lack of parent interest and encouragement. Many homes do not contain any reading material whatever, and some parents actively oppose library use by their children. This may be due to fear of authority and undue restrictiveness, e.g., a child is forbidden more books after paying a small fine or losing a book check.

Lack of parent supervision is another factor. Especially in the housing projects, many very young children are left totally unattended, whereas, in others, it is a common sight to see 8 or 9 year olds in charge of younger brothers and sisters.

Adults will decline an invitation to read by stating that they are "too busy". It is my belief that in many of these cases poor reading ability or illiteracy is the cause. However, it is practically impossible to get an adult to admit this.

Reading below age or grade level by both adults and children is another consideration. The use of independent readers by fifth and sixth graders is common. Others will select books according to the illustrations rather than text.

This often happens with adults and young adults as well.

However, there are forces in the community which encourage the use of books and libraries.

Many ghetto families seek education as the principal way out of their dilemma. Therefore, both adults and children look to books for instruction and enrichment. Adult training school and enrichment programs of public schools, such as, "Saturday School" and Summer Study Centers, encourage the use of books. Elementary school children become familiar with books in the classroom and continue this interest.

Use of branch libraries. The traditional role of the community library in Los Angeles has been to open its doors and wait for the public to come in. While this may be sufficient for the highly motivated, it does not invite the reluctant readers nor establish contact with those not acquainted with the library. The minimal staff, overburdened with detail, does not find time to extend service beyond the library walls, or to advertise the library to community organizations.

In the Watts community, for example, there exists the belief that the community branch library is too small, inadequate, and has too few books. Most of the people holding this view have never even visited it. As of now, the branch is not even used to capacity. An intensive public relations program is needed to establish it as a community force.

Accessibility. The concept of having fewer, better equipped branches is suitable for suburban areas where automobiles are a way of life. The inner city, on the other hand, needs libraries which are within easy walking distance of every potential user. Even moderate distance, hardly noticeable in an automobile, is an unsurmountable obstacle to a child, or to any person who needs to be encouraged to use the library. Watts, moreover, has the disadvantage of being traversed by three railroad lines, which cut off many streets and make direct travel impossible.

III. The Bookmobile in the Community

To counteract some of the problems mentioned, the Federal Project Bookmobile began service to the public on July 19, 1967.

Accessibility. In order to make the bookmobile accessible to a maximum number of people, we selected well-populated spots in the community, usually proposed or sponsored by some public or private agency, and not too close to the existing community branches.

Stop	Type of Agency	Nearest Branch	Distance
Jordan Downs	Headstart	Watts	10 blocks
Watts Skill Center	Adult Training	Watts	15 "
Pueblo del Rio	Housing Project	Vernon	20 "
Dana Strand	Housing Project	Wilmington	21 "
Mahar House	Settlement House	Wilmington	23 "
Avalon Gardens	Housing Project	Mark Twain	18 "
Imperial & Figueroa	-	Mark Twain	20 "
Imperial Courts	Housing Project	Watts	26 "
Watts Towers	Art Center	Watts	10 "
Jordan Downs	Housing Project	Watts	10 "

Agencies. A great many organizations are active in the area we are serving. Every aspect, cultural, social, and political is covered by a proliferation of agencies.

We try to integrate our activity into that of other agencies. Thus, we serve the Watts Skill Center, an adult vocational training school, by supplying outside reading material to students and teachers. The Watts Towers Art Center works with us by providing a focal focal point of art and dramatic interests. We furnish library materials on crafts, sculpture, painting, dramatics, as well as, general reading. From a public relations point of view, this has proved profitable, as publicity benefits both organizations.

At the housing projects we come to grips with the social problems of the residents without an intermediary agency. We find the children most responsive, and often an enthusiastic child will induce friends and neighbors to join him at the bookmobile. Adults are more difficult to reach, although, their need is just as great or even greater.

IV. Techniques

We use various ways of inducing people to become library patrons: the direct person-to-person approach, work with schools and organizations, audio-visual presentations, and arousing their curiosity by various techniques. Once we have convinced them, it is our duty to supply them with exactly the type of library materials they want and need.

Direct approach. Especially in housing projects it is necessary to convince each individual that we have something of value for him. It is important to create a pleasant, warm, non-coercive atmosphere respecting the dignity and wishes of the individual, whether adult, young adult, or child. We make an effort to learn the patrons' names and to geet them warmly and with personal interest. We offer advice if desired, but not pressure. We have material on different levels and do not differentiate in our designation of books between adult and juvenile material, so that the reader will be able to find his subject on exactly his reading level. This applies especially to adults who otherwise would hesitate to select a children's book.

It requires tact and resourcefulness on the part of the librarian to determine reading level and interest of a new patron. Special skill must also be used in upgrading reading level, and to provide constant encouragement without discouraging the reader.

Work with schools and organizations. While we do not serve schools as the branches do, we try to involve them in our planning and to enlist their cooperation in the distribution of publicity material. We have established excellent relations with many principals who are sincerely interested in their community.

We have given direct service to two adult training schools and are planning to include a third one soon. We make it clear at the outset that we cannot furnish textbooks, but try to supply outside reading materials as well as books related to the curriculum. At each visit, time is given to personal contact with teachers and administrative personnel, and book talks to classes are an integral part of our activity.

Housing project managers are always interested in our program and actually vie with each other for our services. They are outstanding in cooperating with us, distributing publicity materials, contacting organizations, etc. They also provide information on delinquent patrons, and pay many personal visits to the Bookmobile.

All bookmobile librarians work with community organizations and their leaders, as well as, public agencies. We attend meetings and cultivate as many acquaintances as possible. This has a twofold purpose. We learn as much as we can about the community in order to adapt our service to its needs, and we publicize the Bookmobile extensively.

The support of the organizations sponsoring our stops is extremely important. During the past year we have discovered that we can be successful only with the full and active cooperation of the organization involved. Their favorable attitude stimulates use of the Bookmobile, whereas, an "I don't care" stance by the leaders results in neglect of our service.

Audio-visual activities. We expend constant efforts increase our readership. One of the attractions of the bookmobile is its audio-visual unit containing a 16mm movie projector, record player, and tape recorder. This equipment has been available since the inauguration of the new bookmobile two months ago, and we are just beginning to devise techniques in their use.

We show films, both at formal programs in meeting halls, and, informally, where the audience stands outside the bookmobile and watches the built-in screen. We play records and have tried folksongs and dances, story records, and rock-and-roll. The rock-and-roll records attract the greatest number of patrons.

We have taped several programs, such as Headstart activities and story hours, but are still becoming acquainted with the possibilities of the tape recorder.

Arousing curiosity. The bookmobile itself is an object of interest and passers-by often wish to inspect it. Reading material of great popularity, such as, hot-rod or hair-do books for teens, judo or joke books for children, cookbooks or car repair books for adults, if displayed prominently, are bound to attract attention. Magazines often fall into this category also.

We have brought live animals to our stops and special holiday programs and displays. Book- and reading-related games and activities are another technique of attracting children.

Improvised dramatics arouse interest--another field which we are just beginning.

The informal setting of the bookmobile, together with close personal contact, lends itself very well to activities of all kinds. We hope to experiment with many different techniques, and to prove that many of these have a definite place in the library.

V. Summary

After one year of activity, we can state the following:

A. We have captured many new readers.

B. We are well-known in the community.

C. We are constantly striving to attract new readers.

D. We are just scratching the surface.

VI. Additional Training

Additional training would have been useful in the following fields:

1. Sensitivity training and group dynamics.
2. Understanding dialects.
3. Techniques of publicity.

However, since we entered the project without preconceived ideas, any specific training might have prejudiced and channeled our thinking beforehand. However, additional in-service training along the lines mentioned above would be helpful.

In conclusion, I would like to say that the past year and a half has been the most exciting and rewarding of my library career.

Bookmobile

Marion Cobb
Adult Specialist

THE PROGRAM

One definition of community is "a society of people linked together by common conditions of life, beliefs, etc." As I understood them, the problems included: how to define community in a society wherein the word community may signify, at best, no more than isolated, and sometimes widely, scattered enclaves; to set "rough" boundaries for the community; to identify community leaders, acknowledged and/or indigenous; to contact as many persons, both leaders and individuals, as time permitted; to try to determine how persons in the community, though not always linked together by common conditions of life or beliefs, consorted together in pursuance of common goals; to try to determine how persons in the community reacted to common concerns, such as the ongoing educational institutions (elementary, secondary, technical, vocational and adult schools) and how these institutions have or have not met the demands of persons of all ages; to identify the employment-unemployement ratio in the community; to find out about the recreational, cultural, and religious facilities in the community; to take note of the racial and ethnic composition.

Additional problems were: to find high density concentration of people in public housing; to identify public libraries, of city and county jurisdiction, within the community; to determine what cooperation and articulation existed among the various libraries within the community (school, public, etc.). To further identify community unrest in the community as reflected in the McCone Commission Report and in divers publications focusing upon Los Angeles, particularly after the August 1965 riots, and to attempt to mesh this unrest with the individual, to see how best the library might divert and sublimate negative feelings or actions.

The community problems presented several challenges: As a general observer, I asked: what can I do, contribute time, energy, and limited funds to an organization or organizations working for community betterment, such as for example, the Watts Coordinating Council or the South Central Area Welfare Planning? As a librarian, I was challenged to try to reach all reading age groups with library materials which might entertain, enlighten, or advance the life-chances of the people. As a librarian interested in adults, I was particularly challenged to encourage adults in all ways possible, short of force, to avail themselves of the varied resources of the library. Adults influence children. Frequently, if we can get an adult to use the bookmobile, his or her children will do likewise.

I have tried to meet the problems by going into the community, talking to individuals and groups, giving book talks, trying to find out specific interests of individuals, by giving brief book reviews to individual patrons, by trying to ascertain how much a patron had read in a given subject, by tactfully trying to guide the patron to other sources of his particular interest, by trying to find out about his family (based largely upon voluntary information given by the patron), his aspirations for himself and for individual members of the family, the patron's interests generated by association and observation and not based upon reading materials (sports, sex, music, how to get a job, etc.).

The special techniques I have used have included: door-to-door visits and talks with the occupants, distribution of of leaflets, and finding out if patrons knew where the nearest Bookmobile stop and nearest library were located. I have also related actual experiences told to me by the patrons to situations in library materials.

Leaflets, in English, discussing Negro subjects, special lists on job-getting, posters, and signs have been used.

The managers and the key staff people of each of the housing projects (Avalon Gardens, Imperial Courts, Pueblo del Rio, Jordan Downs; in planning stage, key people at Nickerson Gardens).were contacted. Key people at Westminster Neighborhood Association were also contacted (special efforts were made each week to reach as many individuals at WNA as possible). Contact with the following key people was established: people at DPSS offices throughout the community; ministers, who would cooperate, in the community; school principals in the community.

Book talks. Mildly successful book talks to groups.

Individual book talks. In most instances, individual book talks have been very successful. The individual either commences using the Boomobile, or extends himself in his use of the Bookmobile.

Bookmobile introductory talks. For example, these talks given to each new group entering the Watts Skill Center have not been successful. Frequently, the students apply for library cards after the talk, but make very little use of Bookmobile. Why? Many of these students are job-oriented only. They come to the Watts Skill Center to prepare for a job. Many of these students have bare literacy skills and do not feel that they have the time to increase their skills while in attendance at the Watts Skill Center.

Demonstrations. Some Bookmobile demonstrations have been attempted. Others will take place in the future. Bookmobile demonstrations have been aimed at introducing people (primarily children) to the Bookmobile, to orient patrons to their nearest library, to encourage applying for and receiving library cards, and to allow patrons to look at one or more books of his choice for a limited period of time. These demonstrations, usually requiring up to one-half day working time, promise to be fruitful in terms of eventual use of library resources.

The effect of such a program cannot be immediately weighed.

Door-to-door visitations. This laborious process is conducted on a one-to-one basis and is apt to prove its usefulness over the next few months. A visit is made to the home pointing out Bookmobile locations and location of the nearest city library. Interests of patrons are canvassed.

Movies. Movies have been successful in drawing large numbers of persons together to view the same subject. Because of subject matter and proximity of library materials, movies may stimulate library use. However, the art of reading is opposite to that of movie-viewing. While reading is a lonely endeavor, movie watching is often a collective undertaking.

Leaflets. Leaflets and other giveaways are valuable in pinning down dates and locations of the Bookmobile and libraries.

In listening, the people are invariably saying that the Bookmobile and the library are good things. Their reactions do not always jibe with what they are saying.

Some of the individuals and groups are making use of the resources of the Bookmobile-Library as a result of our program. Many are not. Some groups start with great enthusiasm (e.g., Imperial Courts Improvement Committee) as do some individuals. Our programs must be continuous, subject to evaluation and modification. We must not become faint-hearted as our project is a pilot and experimental one. Therefore, we must explore present programs and institute other programs believed to be feasible.

I think that in this assignment staff relationships have been uniformly good.

Short evaluation periods will probably lead to more effective performance in the future. The staff, at all levels, should be reminded of the experimental nature of the project. Constructive criticism, suggestions, etc., from all staff members should be carefully weighed.

Bookmobile

Barbara E. Edge
Young Adult Specialist

In respect to young adults, the problem is mainly lack of interest in reading for the sake of reading, competition from other interests, i.e., boys, girls, sports, T.V., buzzing the streets, gregariousness, and in the fact that reading is something one does alone and by his own effort and as such is avoided. Also, reading is associated with school and therefore anathema.

The challenge of interest. In the culture here, Negro and Mexican, from the anthropological standpoint, literacy is on a bare subsistence level, the parental influence is lacking, a) because the parents are illiterate, b) because the history of the family does not have reading for reading's sake in it, and, c) the itineracy of these particular groups (to the exclusion of the families already settled here) precludes any type of satisfactory education. As an observer, the conclusion is flatly stated that this problem is in the hands of the educators and very badly and inadequately acted upon. As an observer, it is also stated that these young adults are drifting, with vague ideas about the future and very little care about it. As a librarian, it is simply obvious, in regard to the Bookmobile's bringing service to these young adults, that if the standard of one person's interest out of fifty is sufficient to justify the service, then it is adequate--otherwise, a waste of time and money. In regard to the special age-groups, the adults are set, the elderly live in the past, and the young adults grow up too fast without the parental counsel, either at home or at school, to catch onto the idea that if you don't read you're nowhere. The children are grabbing the torch of literacy as evidenced by the Bookmobile--even the "delinquents" at my stops, although either forbidden a card by their parents or not having one from lack of interest, consider the Bookmobile theirs and the fun of riffling and ruffling both the books and the staff as a peculiar right. Hope for this culture rises out of the young adults.

Special techniques. None, unless actual person-to-person contact is considered. Questions have been asked, answers received and if not outright cooperation, at least a grudging respect is growing on both sides. Honesty, trust and respect may be the wedges to crack the barrier between teener and books.

Materials. None, except the book and an attempt to convince the wild and wary teener that no one will blame him for reading or not reading, just as he pleases.

Community cooperation. So far has been restricted to work at Mahar House where the young adults are interested in the fact that we come bringing movies--never mind the books.

Too early to say about success or failure. If this program continues for another two years with the same honesty on both sides, the ice may break up. Bluntly, the teeners cannot be forced, cajoled or bribed. The feast is spread and the only way to show how good it is is by example.

Reaction. To my ears, not much. The community leaders (sic) are enthusiastic and cooperative but they are not the teeners. The heads of Teen Posts (contacted) are interested in what the Bookmobile offers--the teeners are not.

Magazines will be read at the stops but not taken out. Books on cars, sports, sex, personal grooming and cooking are looked at but save for isolated examples, not circulated.

Suggestion: leaving book jackets at Teen Posts and displaying book jackets outside the Bookmobile.

One main problem: young adults will not mingle with the kids swarming around the Bookmobile.

Central Region

Hermia M. Davis
Senior Young Adult Specialist

The Program

Community Problems as I Understood Them. Upon accepting the Federal Project assignment as Senior Young Adult Specialist, I began to study the community in Central Region, determining what and where the organizations were located to which I needed to direct attention. I found upon studying the map of the area, that there were three high schools, four junior high schools, a YWCA center, girl scout and boy scout troops, twenty-seven Teen Posts and innumerable churches. All these organizations were involved in working with young adults in one way or another. The community, while attempting to serve this group seemed to be reaching only a few of them. The unreached young adult is not likely to be a part of an organized body. The problem of how to reach him remained unsolved. Our primary purpose was clearly stated "to reach the unreached young adult."

The schools in this area, located in the Negro ghetto, are Carver and John Muir Junior High, Manual Arts and Jefferson High. Located in a racially changing neighborhood are Audubon, Foshay Junior High and Dorsey High. The economic level runs from low to middle-class. Branch libraries in these areas have been unable because of staff and time limitations to make adequate contacts in the community, which possibly results in low demands for library service and eventually in low circulation. The branches, therefore, had cut budgets and shorter staff hours and were thrown into an unavoidable cul-de-sac, preventing any significant action.

As a general observer, I felt that people were either unaware of library service, felt they did not need to use the library, or found through their own experience that library services were inadequate. It seemed that personal and family relationships were becoming increasingly worse, and the result has been drastic to teen-agers and younger members of the family. Many reports of attempted and successful suicides, attempted and successful run-aways, the large number of drop-outs in these age groups were being transmitted through the communications media. Home and family life seemed to be literally disintegrating and to a general observer, this is a disturbing fact.

As a Librarian, I became concerned at the apparent inadequate use of materials. Volumes of printed material are available in libraries to persons in the community who need special help. This included material containing information on family and everyday problems as well as instruction on seeking help from community agencies. It seemed, that somehow, this much needed information available in such abundance, without cost to the user, is not being used where it is most needed, or it is inadequate in some way. The persons needing this material most urgently are either non-readers, non-library users, too poor intellectually to know or too rich, in some way to care. The challenge lay in:

1. Making an attempt to start something in a "library way" with young people who do not use libraries.
2. Promoting the use of the library and its facilities with teen-agers in Central Region, by demonstrating through the use of library materials that books can be enjoyed.
3. Studying the present resources of library materials in the Central Region and discover areas needing improvement, or replacements in order to be able to meet the expected demands which will inevitably come from extended community contact.
4. Showing in a personal and concrete way that the ability to use library facilities well and easily is a source of inner strength and that this may make a difference in an individuals's life.

As a Librarian interested in young adults, it is hard to overlook the obvious rebellion among youth and it is painful to be forced to ignore it and one is forced to ignore it, if there is no active way in which to become significantly involved. A strong belief in the printed word, as well as in other types of recorded information and the valuable help and recreational reading available, led me to believe that a close personal effort in bringing about this awareness is mandatory if the social ills in our communities are to be attacked. This means that it is necessary for librarians who are concerned about this problem and its ultimate effect on library services, to come out of the vacuum-packed freshness of our "ivory-towered" libraries and see where and how and with whom these excellent materials available in libraries, tax-paid by the same people who fail in such large numbers to use them, might be used. Even though we are not psychologists, social workers, or lawyers, etc., it may take a little understanding of these areas to project ourselves in such a way that we will be able to understand first, those whom we hope to serve and then think of ways to serve them. There was a challenge, which lay in:

1. Making an attempt to understand the younger set age 13-19.
2. Discovering the real needs of these teen-agers by observing, listening, talking to them and the adults who supervise them.
3. Providing them with a tool to help them help themselves by bringing them into closer contact with the resources of public libraries and helping them to form the "library habit".

Meeting the Problems

The most effective method has been through the use of book deposits in community agencies, which is not by any means a new idea. It does, however, support one of the original and basic reasons for this extended service, and that being to "take books to the people". These small collections remain in the agency for a period of three months or more as the demand may indicate. The books were to be used as the basis of any programming, such as book or film discussions, book talks, recordings or other audio-visual activity planned by the librarian. They were also to be used in any activity planned by the agency and the persons in charge were encouraged to request specific titles or subjects in order to support classes such as Negro history, drama, art, sports, etc. Teen-agers do not use the library for several reasons, some of them:

1. They have never been openly encouraged by librarians.
2. They do not have home backgrounds which support the kind of interest necessary to use libraries effectively.
3. They associate all library-type experiences with some school experiences which they remember as unpleasant.
4. They have not mastered the mechanics of reading, which gives them a mental block.
5. They live too far from a branch library or from Central, and they do not want to make the effort.
6. They have attempted to use libraries which they have found inadequate to meet their needs.
7. They have a library fine several years old and have either been forbidden by parents, or harassed by librarians and this has resulted in non-library use.

In order to meet the problem of non-library use by teen-agers, it was necessary to deal realistically with the above problems and possibly others.

After several attempts to attract teen-agers to activities planned to take place in libraries failed, the community was chosen to start concentration of service to this age group. We decided to use the Teen Post as a focal point. Out of 27 Teen Posts, 10 were chosen to test out this idea. When the books were picked up from the first Post scheduled to receive one, there were obvious signs of use. The Specialist deliberately did not notify the Teen Post that a pick up of books was to be made. The books were scattered into all parts of the Teen Post; some had little paper markers in them. One of the books on Negro history had little bookmarks throughout the entire text. With such obvious use, the deposit was left and picked up at another time a month later.

Directors are encouraged to allow teen-agers to take books home, use them in their Teen Post activities, place the books in areas where the teen-agers are most active, rather than in a "library room", and to encourage the young people who use the books to go to the nearest branch library for more. The directors were concerned about book loss. We assured them that the library staff is concerned also, but it is more concerned about the loss or non-acquisition of so many teen-aged readers, who should at this time in their lives form the reading habit.

After an article describing the deposit program was placed in the "Teen Post Reporter", for September 15, 1966, there were more requests, and especially Teen Posts just going into operation.

Special Techniques

A. Community meetings

    I. Teen Post meetings

        a. Area directors
        b. Sponsoring organizations
        c. Teen Councils in individual Posts
        d. Teen-Government (Inter-Teen Posts)
        e. Individual directors of each Teen Post to be served

II. Other meetings

- a. YWCA staff
- b. Girl Scout troop
- c. Y-Teen
- d. Project APEX
- e. Exposition District Campfire Girls Board
- f. Crenshaw Case Conference
- g. Community Coordinating Councils
- h. SCIAC (South Central Inter-Agency Committee)

B. House to house calls

C. Informal unannounced visits to community agencies

D. Pictures, posters, objects, etc. for presenting ideas

E. Books, both paperback and hard bound

F. Comics - Literary classics in comic form

G. Films slides, filmstrips

H. Free material

I. Bookmarks and booklists

J. Tape recorder

K. Educational and non-music recordings

L. Youth Views Books form (A form for students to write their own reviews for the books to be included in LAPL's Book Beat. This was done in yellow paper with Teen Post in the place of the name of the school. Many teen-agers who are members are dropouts.)

Specific Examples of the Young Adult Program

Angeles Mesa YWCA - Teen Director, Miss Hazel Lee asked to have a deposit collection to support a six-week charm course or series which was the next program at several of her Y-TEEN clubs in the schools in the area.

The following books were placed in the Angeles Mesa Center:

Archer	Let's face it
Clark	Etiquette, Jr.
Daly	Teen-agers ask more questions
Lubowe	A teen-age guide to healthy skin and hair
Newton	How to improve your personality
O'Sullivan	100 ways to popularity
Robbins	1001 questions and answers to your skin problems
Splaver	Your personality and you
Scott	The art of being a girl (3 paperbacks)
Winters	Penny's guide to teen-age charm and popularity

After the initial period of the requested six weeks, the books which were requested for renewal were:

Daly, Scott, Clark, Splaver, Winters, and the following were added:

Glamour...beauty book
Seventeen...book of etiquette
Schultz It's time you knew

One follow-up type request was received from the Mann Jr. High Y-Teen Club for a film discussion. This request was filled. The film "...and Everything Nice" was shown to the club at the Western Knoll Congregational Church, their meeting place. The following free pamphlets were given to each girl and a supply left at the YWCA Center:

...and Everything Nice snacks (discussed in the film)
A guide to good eating
Fragrance - why? where? which? (about perfume use)
My reflections (personal grooming)
Go places gal (personal grooming)
Club 15 (exercising)
Milky ways (use of milk in unusual beverages)
A girl and her figure and its personal handbook

A general collection including fiction, non-fiction, paperbacks and hard backs on a variety of subjects was placed on deposit at the Y. Miss Lee also discussed a proposed summer teen-parent program to take place on Saturdays in which she wished to use books, films, and other library materials.

Metropolitan Teen Post

Film discussions:

Automania
Bush Country Adventure
Eye of the Beholder
Felicia
Harriet Tubman and the Underground Railroad
House on Cedar Hill
Kon Tiki
Marian Anderson
Neighbors
Profiles in Courage - Frederick Douglass

Book talk and film with discussion period and recording of Miss Anderson's spirituals preceding the film Marian Anderson.

Book talk preceding the film Kon Tiki.
Books used: Kon Tiki. Heyerdahl
Tinkerbelle. Manry
Kodoku. Horie

Group discussion on the Natural Look, a hair style currently popular among many teen-age Negroes, both boys and girls. A poster with pictures of this style cut from Ebony, June 1966, issue, was used to stimulate the discussion.

Two meetings on Brazil and the Peace Corps. Miss Delores Brown, daughter of the director, had just returned from a two-year Peace Corps assignment in Brazil. Films used: South America
Brazil - The Rude Awakening
A Choice I Made (about the Peace Corps)

Artifacts supplied by Miss Brown were arranged on a table in an attractive display. This included a musical instrument, a skirt, and other pieces of clothing, a few pieces of sculpture, jewelry, pamphlet material and other items. These were described and discussed with the group by Miss Brown.

Other materials used were: A Brazilian flag made of poster paper by Miss Marjorie Johnson, Secretary, Central Region. Pamphlet material on Brazil, supplied by the Brazilian Consulate.

The following books were used in the period of approximately seven weeks of programming:

Anderson	My Lord, what a morning
Archer	Let's face it
Arco	New hair style ideas
Deniger	Becoming the complete adult
Ezickson	Peace Corps
Goldman	Civil rights
Goodhart	Teen-age diet and health
Hughes	Famous Negro music makers
Newman	Marian Anderson
Scott	The art of being a girl
Winters	Penny's guide to teen-age charm...

Westside Teen Post (A not completely successful program)

Prompted by the Director, Mr. Troy Moody, a concentrated career night program was initiated, to take place weekly on Mondays or Fridays. A large collection of books on careers was placed in the Teen Post, book jackets and an attractive display was arranged and the series was to be announced and publicized by directors of the Teen Post. There were four initial meetings at which the following films and discussions were held:

March 26 - first day	- General introduction Film - Morning for Jimmy Followed by discussion period

April 3 - second day - Film - They Beat the Odds
Discussion

April 14 - third day - Films - Tommy Looks at Careers, Trucking; Tommy Looks at Careers, Chemistry

May 8 - fourth day - Film - A Year Toward Tomorrow (VISTA)

Poor response after these first four meetings made us try a different approach. A list of the names of the persons who belong to the Teen Post and the persons who attended the first four meetings was made. A letter was sent to each of these names, describing the idea of the program and the frequency of meetings was changed to a monthly one. The new series had its first meeting on June 10, 1967. Out of sixty persons to whom letters were sent, not one showed up. There were six people present who just happened to be at the Teen Post that night.

In talking to Mr. Jay Jamerson, who is Area Coordinator for this Post, I found that one of the other Teen Posts in the area is being transformed into a job information center for teen post members. I discussed the idea of our including this series in the program of the job information center and this is to be worked on with the Crenshaw Teen Post director, who will consider incorporating it in her program.

Teen O'Rama Teen Post

"Group Communication", a kind of discussion program originated by the members of the Teen Post, which takes place every Thursday night.

It is a volunteer program in terms of the members' participation. The library was asked to supply the Teen Post with books on the subjects to be discussed. A suggestion box was provided for the members. Some of the questions which have been submitted (in the words of the members) are:

1. Is weed bad for me? In what way?
2. When was LSD discovered? Why does it do the things it does to you?
3. What does the youth of today think of the older generation's society?
4. What about those hippies up on Sunset?
5. What about the happenings at the Taco stand, the beach parties we recently had?
6. What about the age limit at certain clubs we, as teen-agers, would like to attend?

The present plan was that a librarian would attend a meeting once a month. Books would be left in the Teen Post and used as all other book deposits are used. Recommended titles to start this collection are:

Boyd	Free to live, free to die
Cohen	The beyond within (LSD)
Ebin	The drug experience
Jeffee	Narcotics - an American plan
May	The wasted Americans
Weil	The psychedelic reader
Williams	Narcotics
---	It's happening

Reaction

People are beginning to show a greater interest in library activity. Directors of organizations for young adults, supervisors and others directing programs are becoming aware of the important contribution this service can make in their work with young people. This has been apparent in the requests for various areas of service, most popular among them being films and free material. It is also more obvious in meetings which are presently being attended, in contrast to those same meetings which were attended at the beginning of the project. The presence of the librarian at such meetings is now taken for granted. Teen Post directors and others in charge of young adult groups are beginning to make demands for library service. The most recent Teen Post, which is scheduled to open on July 19, sponsored by the JAYCEES, has a young energetic director. He stated that he could not officially open the new Teen Post until the books were there. One of the older Teen Posts, which rejected the book deposit at first because they did not have anywhere to keep the books, has made a request for a deposit. It was mentioned that a bookcase had been built and only needed a second coat of paint.

Directors are saying that this service has helped immeasurably to work in more significant ways with their groups. They are interested in having more regular programs and in having the librarian visit their organization more often. Most are very pleased with the service, especially the use of films, projector, filmstrips, records and non-book material.

They are asking for more non-musical recordings, such as poetry, drama, readings, etc.

Staff Relationships

All persons with whom I have worked, who in turn work with teen-agers, have been interested and eager for the service offered. The relationship between myself and each one of them has been excellent and they feel free to call or come by the office for film previewing, books, or to discuss their own individual programs. I am in close contact with Teen Post Headquarters and have had full cooperation and a friendly relationship with the staff there from the beginning of the project. The Angeles Mesa YWCA asked me to become a member of their board and attend the monthly meeting regularly. I also helped there during their recent membership. Interestingly, NATIONAL YWCA WEEK and NATIONAL LIBRARY WEEK happened to be the same week this year, April 16-22. We used this as an opportunity to combine the two and printed a flyer advertising the two weeks. I have also been invited to social functions planned by the organizations when the library has no immediate or direct function. This has helped to promote good working relationships.

Training

Training for this work may have been helpful if it was clear at the onset, what and how to train. It was not clear, however, thereby making it almost an impossibility for any significant training. The field was comparatively new and there was no way of determining just what kind of training was needed. To attempt this, I think, would have been a waste of time and the training would have had to have been so general that it may have been of little use. The only way to work in an unexplored field, I believe, is to have a staff with sincere interest in investigating and the ability to discover the most effective methods of performing the job. Training at the beginning of the project may have hindered full exploration and any direction for doing the job in a certain prescribed way may have stifled creativity.

General Comments

This is a slow, gradual process, which needs constant attention, immediate application, sincere interest, and close concentration. Teen-agers in underprivileged and ghetto areas are accustomed to instabilities, insecurities and half-way attempts. If this program is to mean anything to them, it must be an on-going program which represents strength and permanence to them. Adults, in these areas, who work with young people, in many cases themselves grew up without books and without libraries. Therefore, even though they are extremely interested and feel that somehow library service is a big asset, they are not as well able as they should be, to make books and libraries significant to the teen-agers they attempt to work with. This program should be made a permanent part of library service.

Central Region

Daisy E. Jones
Senior Adult Specialist

I. The Program

1. What were the community problems as you understood them?

   a. Our community is made up of many smaller ones. Within the boundaries of the Central Region (La Brea on the west, Venice on the north, Alameda on the east and Slauson on the south) we have areas such as the Crenshaw district, the Exposition district, part of the Wilshire district, the Central-Hoover district, the Vernon district, and others. These larger areas are further divided into small communities--the Leimert Park neighborhood, the Vermont Square neighborhood, the 46th Street neighborhood, etc.

   b. Each community has its own characteristics. The Crenshaw area is one of nice homes, good business streets and changing racial patterns. The Exposition area is one where poverty is evident. It has a largely Negro population. The Wilshire area shows many contradictions--good residential areas and bad ones, with several pockets of poverty clearly defined within the area.

The Central-Hoover area again is one where many people live under conditions of poverty. It is a mixed industrial area. Vernon is another poor area; here, too, the population is mostly Negro. The Vermont-Adams area has a Spanish-speaking population.

c. Each community has its own problems. The Crenshaw area must seek adjustments among its racial groups. Businesses are closing or moving from the area. The Exposition area has special problems with its huge sporting arenas, where people gather for brief periods and then leave. The freeways cut up much of the Central-Hoover area. The Vernon district is in need of new businesses; it still bears scars from the fires of 1965. The Vermont-Adams district contains many small businesses; it has old homes which reflect the former prosperity of the area. Throughout much of the area the problem of illiteracy is a factor to be considered. The people in some instances have come from other parts of the country and do not have a good general educational background. They lack knowledge of how to use their leisure time. Since they do not read well--if at all--they seldom think of reading as a pleasurable activity.

d. These statements are broad and are based on general personal observations--not on any scientific analysis. They do serve to show, however, that the Central Region is a varied one; that its problems are equally varied; that no one statement can adequately describe the area. The region is a part of the city where plans for urban redevelopment are currently being made. The college community surrounding the University of Southern California has already felt the impact of such plans.

e. A summary of the problems could be made in this fashion: Size, variety, change.

2. What challenges did they present to you?

   a. As a general observer, the challenges seemed overwhelming. How to meet the challenge of size, for example? Where to begin? How to learn about the region and its problems? Which area would benefit most from special activities? What activities would be suitable for each area? How should we try to cope with the changing patterns around us?

   b. As a librarian, the challenges were attractive. Here was a vast new field to be explored--a chance to try the untried--a chance to do different things. The exhilaration of starting something new was tempered by the sober realization that success would not always attend these efforts.

   There was the need to serve nine branches with varying backgrounds.

A brief survey of them follows:

Angeles Mesa	39 years old; located in a pleasant middle-class neighborhood; open 44 hours a week; meeting room used now as a store room; has two full-time librarians and one on half time.
Baldwin Hills	6 years old; located in a middle-class neighborhood not far from a major freeway; open 44 hours a week; has no meeting room; has four full-time librarians.
Hyde Park	7 years old; located in a middle-class neighborhood; open 44 hours a week; no meeting room; has two full-time librarians and one on half time.
Jefferson	44 years old; located in a run-down business and residential neighborhood; open 40 hours a week; is a small building completely lost in its surroundings; has two full-time librarians; serves a transient population.
Junipero Serra	44 years old; located in an area isolated by the building of a major freeway one block west; open 24½ hours a week; has one librarian-in-charge; is used mostly by children.
University	A store-front building in use since March 1965; located in a lower middle-class neighborhood near a once-great church and a busy intersection; open 40 hours a week; has no meeting room; has two full-time librarians.
Vermont Square	54 years old; located in a park in a pleasant residential area away from traffic lines; is the regional branch for the area and is open 73½ hours a week; has four full-time librarians.

Vernon	52 years old; located on a busy traffic street near an intersection; open 44 hours a week; has one large and one small basement meeting rooms; has two full-time librarians.
Washington Irving	41 years old; located in a middle-class neighborhood one block from a well-used intersection; is open 40 hours a week; has two full-time librarians.
Summary:	2 modern libraries 2 well-kept-up older branches 2 old libraries 1 poorly-used sub-branch 1 temporary store-front branch 1 old, small and crowded branch

c. As a librarian interested in adults, the challenges were great. Librarians are aware that many teenagers lose interest in reading. Many adults are not steady readers; they are not for a variety of reasons--pressure of work and of responsibilities, pull of TV, lack of interest. How to get them interested in the library and in books was the important question. Many give lip service to the worth of library work, but they do not come to the branches nor do they read. Older adults and younger ones with children use the libraries; those who fall in the in-between group do not.

Challenge: How to work out a program which would involve all nine branches and still take into account their special problems?

How to reverse a trend and get the middle group of adults to use the libraries? What do we have to offer this group?

II. How have you tried to meet the problems?

1. What special techniquest have you used?

   I have used what I call my "worming-in" technique. The method works this way: The librarian learns of various groups. She goes to their meetings, makes herself known, and learns of the purposes and interests of the groups. She becomes a member of a committee and works to further the interests of that group. At every possible opportunity she stresses the library and its work. An indication of the need for this kind of community involvement is indicated by the statement one committee chairman made to me: "We are not used to having the library representative on our committees". This method is a slow one, but it pays off in good community relations.

2. What types of materials have you used?

   Materials used included:

   Books for display at meetings
   Signs about the library
   Free material--advertising brochures supplied in
     quantity by companies
   Films and records and filmstrips at block parties

3. What areas of community and individual cooperation were explored and used?

Community cooperation

Visits to day and night adult high school classes to tell of the program
Participation in meeting of local improvement associations for the same reason
Talks to groups of Senior Citizens about the project
Attendance at meetings of community coordinating councils, inter-agency groups, etc.

Individual cooperation

Correlation of activities with adult school principals
Contacts with presidents of improvement groups
Contacts with heads of Senior Citizen groups
Contacts with members of committees from other agencies

III. Specific examples of program

Two specific areas of work will be discussed, because the work seemed particularly successful. In one field large numbers of people were involved; in another, only small groups were contacted.

1. VISITS AT ADULT EVENING SCHOOLS

This part of the work I thoroughly enjoy. It is pleasant, personally rewarding and fruitful to visit the adult schools.

There are three in the area: Dorsey Adult, located at 3537 Farmdale Avenue, in a region of neat apartment houses with racially mixed population--Negro, Caucasian and Oriental;
Thomas Jefferson, located at 1319 East 41st Street, in a very poor neighborhood with a predominantly Negro population;

Manual Arts, located at 4131 South Vermont Avenue, on a busy arterial street and in a mostly Negro neighborhood.

I first visited them in the spring of 1966, in the fall and again in the spring of this year. At the beginning of the school term, I contact the principal involved:

Mr. Jack Perry, Dorsey
Mr. Albert Bertea, Thomas Jefferson
Mr. Donald Pennington, Manual Arts

I work out with him the dates for my visits. He usually issues a memo to his staff to tell them of my coming. I try to go to each school several nights in the same week; that way I reach students in classes meeting on various nights.

On the scheduled dates I arrive early enough to see the principal or the school secretary briefly. Thus someone knows I am on the grounds. I follow a schedule, if one has been made for me, or I go from room to room. It is important to determine quickly whether the time is right with the teacher for a visit. If it is test time, or if any special activity is involved, I excuse myself and promise to return another evening.

As a simple identification I wear my business card inside a plastic holder. This is helpful to the teachers in making introductions.

Until I knew the physical arrangements of each school, I had a guide. This was a great courtesy. New I carry with me a map of the school being visited and find my way around easily. Besides the map, I have a list of courses offered. It gives room numbers and the names of the teachers. I use it to keep track of the classes visited, to note attendance, and to indicate any special requests. In each school, and in each room, I try to follow the same pattern. I introduce myself to the teacher, who introduces me to the class. I tell them of project activities, explain library services--local, regional, Central--and have a question and answer period. In some instances I make return visits to classes to assist the students in completing applications for library cards. Most adult students do not have them. The foreign-born students in particular were glad to be able to get a card in this fashion.

Mr. Perry at Dorsey was most cooperative in arranging for me to visit adult classes in outlying schools. He arranged for me to visit only the English classes. Mr. Bertea at Jefferson was late in allowing me to visit classes there. His English teachers usually have their students visit the Vernon Branch for library experience; so he felt that was sufficient. When I did visit there, I contacted various groups--a Speech class, and one on Personal Safety (traffic violations class), among others. Mr. Pennington at Manual Arts gave me complete freedom to come at any time and to visit all the classes. I spoke to students in Flower Arranging classes, in Mechanical Drawing classes, and in Power Sewing classes, for instance. In such classes I stress the fact that the libraries have books on those subjects, too.

In all three schools the office staff and the teachers have been friendly and helpful. They constantly urge their students to use the libraries.

As a rule, I can visit four to six classes an evening. This number will be smaller if any particular class evinces unusual interest in the program and asks many questions. During the past months I have contacted 135 classes, with a total attendance of 2,525.

2. VISITS MADE TO SMALL NEIGHBORHOOD GROUPS

When I began to visit these groups to speak to them about the program, I realized their importance and learned to respect it.

Neighborhood groups vary in structure and in size, but they have common purposes. Their objectives are to work together to improve their own neighborhoods; to exert pressure on city officials to secure improvements; and to develop a feeling of genuine concern for their areas and themselves. I attended a number of such meetings.

One was held in a private home; others were held in churches. The meetings were at night or on Sunday afternoons. At one I saw how group demands do get attention. Park officials were attending the meeting to answer complaints filed by the group concerning a newly-opened park. At another the people were interested in making arrangements for better rubbish collection. At the most recent meeting the members were discussing ways to pressure a local merchant into cleaning up his store.

I spoke to the groups about our program and told of the library's interest in local concerns. One group was very vocal on the subject of the proposed closing of a nearby branch.

Such contacts with neighborhood leaders provided us with the names and addresses of people interested in local affairs. We know we can contact them in future matters of concern to them and to us.

One such neighborhood group was located through their participation in the dedication of the new park. Other groups were contacted after notices of their meetings appeared in local newspapers.

3. LESS SUCCESSFUL ACTIVITIES

Less successful activities included visits to groups of Senior Citizens and house-to-house visitation.

a. During the period of the past fifteen months I attended 23 senior group meetings. To each group I explained the program and told about library services. The members were interested and attentive, but the visits bore little fruit--either in number of cards issued or visits to local branches.

There are several factors to be considered in evaluating this matter. One is concerned with transportation. Many elderly people find it difficult to get from one place to another. Eyesight is another factor. Failing vision limits the reading ability of many older people. The Seniors were quite interested in learning about the books in large type which the libraries now supply.

b. Late in the summer of 1966 I went from door to door in the neighborhood of the Vermont Square Library. I spoke to the people who ansered my knock and urged them to visit the branch. If no one was home, I left small mimeographed sheets inviting the people to visit the library.

This is the proper time to point out that much of this experimental work is similar to missionary endeavors. We have been going into unexplored territories; we have been trying to reach the "unreachables". We have learned that success will not come easily. We have discovered the value of patience; we must wait for concrete results of our efforts to be visible. We know that small results are worthwhile. We hope that by bringing the library into public consciousness by various means that we shall improve the library's image.

The library will soon celebrate its hundredth birthday. It has long been a part of the life of the city. It has not always played a significant role in the city's life, however. It has allowed itself to become a passive part of the scenery of each neighborhood where a branch is located.

Branches are poorly lighted on the outside. They lack large bright signs for night use. They do not, as a rule, invite people to enter. There is nothing to make the building outstanding. Many people go by libraries for years without realizing what purpose the buildings serve.

IV. REACTION

1. The Community
   a. What are the people saying?
      "Branches should be open mornings for small children, mothers and high school students on split schedules."

> "Hours are too short."
>
> "What do you have for our group? What can you give us?"
>
> "The library is gun-shy; it is standing still. It is not progressive; it does not really want to come face-to-face with the people."
>
> "Why not have a drive-in library?"

b. What are the people (individuals and groups) doing as a result of your program?

At the night schools I assisted the students who wanted one to get a library card. As a result of my efforts, 317 people received cards. It is surely true that those people are now using the library.

One night an adult student at Manual Arts School stopped me in the hall. She said, "Oh, I remember you. You spoke to us when I was in Mrs. Diamond's class at Hillcrest. I really enjoyed that tour of Central Library you helped us to arrange. I learned a lot about the library I hadn't known. I found out I could call in for recipes! And I took my small daughter to Mark Twain and now she has a card and checks out books."

c. What are your reactions toward staff relationships in such assignments?

At first the duty assignments were rather individual. Later the staff members discovered that in many areas their work overlapped. In some instances, where responsibilities were not too pronounced, conferences with the Coordinator served to clear up points of confusion.

d. In what areas would training have helped in more effective performance?

Recalling the first few weeks on the job, I think we did receive training. The Regional Librarian gave us much background information. The Vermont Square staff filled in other knowlege gaps. Dr. Long's lecture on the area was helpful and stimulating. The Coordinator took us to some of the earliest meetings we attended; we did not have to venture alone at first into strange groups.

We had to develop our own ways of working--of making contacts--of deciding upon standards of achievement.

We had all had experience in public relations work to the extent that we had all served the public in branches. No one had had formal public relations training.

Perhaps this is one area where training would have helped. We could have been required to read and report on various texts on the subject.

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We could have had more help from the Public Relations Officer. Cooperation from that office was given grudgingly and late. The project never was given effective publicity. The library as a whole at present does not have effective publicity.

It was distressing to the staff to submit ideas to the Public Relations Office and to have them ignored. Work requests were seldom fulfilled. When they were, they were bungled and did not represent exactly what had been requested.

The nature of our work has been such that on-the-job training has been necessary. We had to get into situations; then we had to handle each according to our best judgment.

Central Region

Binnie L. Tate
Senior Children's Specialist

> IF HE IS INDEED WISE HE DOES NOT BID YOU ENTER THE HOUSE OF HIS WISDOM, BUT RATHER LEADS YOU TO THE THRESHOLD OF YOUR OWN MIND.
>
> GIBRAN

This report is an attempt to evaluate programs of the Children's Specialist in the Central Region part of the Los Angeles Public Library's Federal Project. Activities and programs recorded are those enacted before July 1967. As many of these projects will be continued in the fall, final determinations cannot be made. In an attempt to get valid community reaction, a letter was sent to several community people aware of this project.*

As is true with many experimental programs, very general objectives were set by Central Region specialists.

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* see appendix

The following are objectives set by the Children's Specialist, showing development toward specific programs:

I. To cultivate the enjoyment of reading as a voluntary pursuit among young people, especially those who are seemingly deprived of this privilege.

a. Determine barriers between children, libraries, and books--experiment with methods of eliminating such obstacles.

b. Communicate needs, problems, and attitudes to library personnel so as to expedite communication and develop vitality at branches of the library.

II. Help children develop some of their personal potential realizing the library and books as one helpful force.

a. Plan programs involving children and parents, providing means for creativity and expression.

III. Aid in establishing branch libraries in the minds of the community, as social institutions contiguous to other agencies concerned with the education and welfare of children.

a. Contact individuals and groups working with parents and children, making them aware of the uses of children's book collections in branches and services offered there.

b. Provide extra services where branches prove an inadequate source.

The greatest problem in approaching the community at large was the public's general ignorance of library methods and services, and their apathy toward the general function of the public library. For example, many parents were completely unaware of branch programming with schools and classes. In areas where there are no school libraries, or very poor ones, teachers failed to utilize privileges and special services offered by local branches.

Experience as a children's librarian in a transitional area, had proved library service to children was far below maximum capacity. In many communities, few means for use of leisure time were provided, such as, recreation centers, parks, art centers, etc. This factor presented the challenge of determining why young people (at least a reasonable portion of them) felt no desire to enrich their empty hours with reading. Questions considered were: Do libraries provide the types of books in quantity that really appeal to the average youngster? Do children respond more to reading when attracted by the many audio-visual techniques? Can special use be made of paperbacks to encourage recreational reading? Do teachers and parents actually consider recreational reading as a major part of the child's development in today's world? Do adults in schools, churches and other organizations, when they have children as captive audiences, utilize their influence to foster interest in reading? Trying to find answers to any or all of these questions was the challenge.

First steps were made through contacts with varied organizations in the community. Speaking with people, learning about them, and asking questions, seemed the logical way to determine needs. At the same time immediate experimentation could be done by offering special services. Wherever possible, these services could be coordinated with library branches. Sometimes personal help could be given, which would supplement branch programs.

Meetings with groups representing the many social and educational institutions, aided greatly in assessing community needs. Information about activities and groups was obtained from articles in newspapers and other sources. In some cases, liaison between the library and the community could be readily established. For instance, Headstart teachers contacted local branches for immediate programming, after learning about special services offered. As ideas came, plans developed, with some planning directed toward the so-called "unreachable". Others meant a simple expansion of present activities. Attempts were made to relate the library and its resources to the daily needs of the children.

Audio-visual materials assembled included films, filmstrips, records, free materials, flyers, booklists and leaflets. In cases where the original idea for use failed, other methods were tried. For example, the free materials which were requested in quantity from several sources, the main source being the National Dairy Council, were assembled originally for use at branches.

The plan was to supply branches with these materials--advertise their availability with the hope of attracting non-library users. When the first of these experiments did not work, free materials were then assembled at the Central Region Office. Group leaders could obtain these materials at this office upon request. When these pamphlets were displayed and mentioned at different programs and meetings, many people became interested. In a few cases, items were sent to branches for pickup by persons making previous requests. For some, this visit to pickup free materials was a first visit.

Community cooperation became evident as invitations were received to more and more of the activities of local organizations. Many persons expressed their delight in having the library represented at such meetings as coordinating councils, education committees, Campfire boards, and the like. Real cooperation was felt when members of organizations offered suggestions and help in planning special programs. One example was a book fair held in November, with which members of the education committee of a coordinating council helped in advertising and staffing. Local stores cooperated favorably. Later the Central Region staff were invited to report at a general meeting of the council, explaining to community representatives the function of the library project.

A second example of community cooperation was the Family Library Information Program (FLIP).

A school-community coordinator served as consultant for this program, which was designed to provide specialized information and advice for parents through programs sponsored at library branches. Resource people from the community were also extremely cooperative in volunteering their time.

PROGRAMS

Use of the Central Region Office as a coordinating link between several libraries and the community proved successful in many cases. This office has also served effectively as a resource center for branch planning of special programs. Much use has been made of the special materials provided. Librarians, as well as group leaders directed here, have found varied uses for the materials offered.

Free consumer leaflets and pamphlets have been used by Headstart for Parent Education classes. Campfire organizations have used them for leadership training and direct work with girls.

Filmstrips have been widely circulated among Headstart groups as well as to Saturday classes.

Free lists of fingerplays have been well received by Headstart teachers, nursery school teachers, and primary teachers.

Continuous use has been made of a special group of picture books purchased for special lending to Headstart and other groups needing books on a 'deposit basis'.

The film, The Pleasure Is Mutual, has been used effectively with varied types of adult groups, sometimes to encourage picture book storytelling, and sometimes just to show the pleasure of books and storytelling to young children.

Programs in the community have included workshops on storytelling, along with actual storytelling, to Headstart children, remedial reading groups, Campfire groups, etc. Filmstrip programs, book talks, and discussions have been held. Later some of these are briefly described. Others have been fully explained in reports available for inspection.

Special activities planned for branches have been in a large measure successful. The following are some of the more creative programs analyzed to show successes and failures.

BLOCK PARTIES

The block party idea was proposed for the smallest sub-branch in the Central Region. The original concept was to make door-to-door contacts inviting entire families in a block area near the library to a social affair held at the library branch. These affairs were planned to alleviate barriers between the library and the community, to make people aware of library resources, and to familiarize residents with the branch personnel. At the same time that lucrative results were being kept in mind, these parties were also offered as a bit of pleasure for this community, which was thoroughly deprived of sources for enjoyment from public agencies.

These parties were planned and operated by the Federal Project Staff. Branch staff were asked to be present, assist, and become familiar with those attending, for future follow up. Activities included storytelling, guessing games, educational games, films, filmstrips, songfests, dancing, and a rock and roll band concert. Response to the last two parties of the season was particularly enthusiastic. At the first of these two parties, an eight millimeter film was taken of young people participating in a talent show. Performances consisted largely of rock and roll dancing, with some pantomime and a magic act. The film was developed and shown at the second party--the last of the season.

It could be said readily that these parties were a success, if thought of merely in terms of attendance. Attendance grew from an average of 30 at the beginning, to more than 100 at the last party. It even became unnecessary to deliver invitations, for one mention of the party brought immediate inquiries from the neighborhood. For the last few parties, invitations were sometimes mailed to the homes of those whose names had accumulated on the guest roster.

Many would judge the success of such programs by the increase in book circulation. In this case favorable rewards could not be claimed at this time. However, it is generally felt that there may be a carry over in this area, yet to be seen.

The established purpose of acquainting the community with the branch personnel became complicated with changes in librarians and staff. In several cases, after parties were scheduled, branch staff found it impossible to attend, leaving the Federal Project staff with full responsibility. Results could not possibly be the same without branch personnel available, for those attending associated this pleasurable experience with people whom they would not see in their day to day visits to the library.

Disappointment was also felt in that the majority of the attendance at these programs was juvenile. However, in almost all cases, a few parents accompanied their children. Special kinds of activities were planned to attract teen-agers and adults. Some were successful, as in the case of the program using educational games of all levels--primary to adult. Teen-agers attended this program, enjoying thoroughly their participation in a word game.

The success that cannot be measured is the feeling of those involved that this community, those attending parties and those parents who merely sent their youngsters each time, now recognizes the library as a human institution, with real people concerned with them and their happiness. In all probability some few will eventually discover these same feelings as recorded in books on the shelf. It is also possible that some of the staff, now aware of the very personal needs of the people in this community, will respond to these needs with a more personal approach.

If none of these happen, it is a sure fact that many young people and some adults will remember block parties at the library.

CHAIN OF READING

The Chain of Reading was an experiment with the use of paperbacks. Several copies of popular titles were purchased. Inside the rear cover of each book a slip of paper was attached, providing a place for the name of the reader and a comment about the book. The circulation of these books would be on a chain letter basis. The first reader would recommend the second reader, and so on. This experiment was first tried in fifth and sixth grade classes of an elementary school located across the street from a library branch. This allowed the children's librarian to do the follow up on use. Teachers assumed full responsibility for the circulation of books to students. Because these were the most inexpensive paperbacks, loss was considered relatively unimportant.

Response to this activity was more than enthusiastic. Reports from teachers were most favorable. They reported that paperbacks were something of a status symbol for children; for only adults had used them for sometime. Many felt that the paperbacks were popular because of size, and the ease of carrying them around in a pocket or purse. Negatively, some teachers found that they must select more carefully, for many youngsters were fooled by the appearance of paperbacks--they looked easy. A few children were very discouraged after choosing a book too hard for them to read.

Later, this project was tried at a nearby Catholic school, where the paperbacks were used with sixth, seventh, and eighth grade classes. Here the response was even more favorable, probably because of the wider variety of books supplied and also the higher grade levels provided readers who could easily handle more difficult titles.

This project is one which teachers, librarian, and children feel could be continued effectively. Attached are some of the chain comments about books. Titles were so popular that the teacher allowed no written comments.* She simply recorded the names of the readers and a comment "generally enjoyed".

FLIP - Family Library Information Program

The Family Library Information Program was designed to provide helpful resources and information for parents by supplying special materials and offering a chance for them to meet and talk with specialists in the community. These meetings were to be held on an informal basis. Parents were invited to talk, ask questions, and discuss problems based on information given them by a specialist. A school-community coordinator from the Office of Urban Affairs helped to plan this program, and supplied the names of interested persons. It was arranged that meetings would be held each time at a different library branch so as to reach a wider segment of the community.

* see appendix

Programs included conversations on the controversial problem of discipline, with a consultant in mental health as speaker; a dental program, with a dentist showing a film and slides; and a program demonstrating how parents can help children with reading problems, with a consultant from a local remedial reading program.

Although for each meeting, a number of invitations were sent, attendance was low. Leaflets were circulated, newspaper articles printed, and announcements were made at PTA's. Some felt that the meeting date was a bad one. Others suggested that meeting in homes would attract better attendance. It is possible, however, that it simply takes a good length of time to build a program of this sort. A series of four meetings did not allow much time for real evaluation. In all cases those who did attend gave positive comments and indicated a desire to be included in future programs. Attendance varied from 6-13 with the exception of the dental health program which was attended also by a sixth grade class.

Special materials supplied for this project were free materials, film, and the following pamphlets from The Child Study Association of America:

The Controversial Problem of Discipline
Aggressiveness in Children
How to Give Your Child a Head Start
Pre-adolescents, What Makes Them Tick?
What Makes a Good Home?
Helping Your Child to Understand Death

The Mother Who Works Outside the Home
When Children Need Help With Emotional Problems
The One Parent Family
What to Tell Your Child About Birth, Death, Illness, Divorce, and Other Family Crises
What to Tell Your Child About Sex

Other programs have included the following:

Creative Play

A weekly program with girls at a library branch after school. Girls learned to make minikin puppets and other kinds. Two puppet performances were given for the community. These girls have also worked with reading, writing, and reciting poetry.

Children's Art Fair

A Sunday art program displaying children's art works. Paper and crayons were provided for on the spot artistry. Approximately 70 children attended.

Filmstrips On Parade

A week of afternoon filmstrip showings. Filmstrips and publicity were provided by the Federal Project while the children's librarian did the actual showing.

Book Week Parade

Publicity for this program was supplied from the Central Region Office. A pied piper costume was rented for the librarian who volunteered her services and led the parade playing her flute.

Because it was a dull dreary day, attendance was small but the parade gathered momentum as the children marched along the street. Children came in costume. Prizes were given to the best costume wearers.

Summer Film Showings

Films were shown, on a rotating basis, at three libraries.

Book Discussion

A six week program of discussion for sixth graders using paperback books for background reading.

Book Fair

This book fair was planned to accommodate stores which would be easily accessible to those living in a certain area.

Early in the project, the Central Region specialists realized that many programs must be cooperative ones, for though assignments were to different levels of work, goals in general were the same. With each of the designations, childrens, young adults, and adult, there would always be some overlapping of interests. It was also found that many ideas projected could be enacted only with the aid of all the staff. Branch programs, of course, would naturally require the cooperation of at least part of the branch staff. Such cooperation could not be demanded, so that project staff depended largely on its own resources.

In cases where branch interest was lacking or lagging, few programs were planned, for the success of programs would largely depend upon the cooperation and follow up by the branch staff. Some branches already had a forward look toward their communities. At these, assistance and materials were given.

Since much of the work of the project is exploratory, specific types of training have not been essential. Often, a speaking knowledge of Spanish would have been helpful. Brief audio-visual training given at the beginning of the project, seemed adequate. A list of trained volunteers would have been helpful, or possibly an additional staff member to supervise and carry out programs requiring artistic background. The most apparent need in operating such a program is a complete indoctrination of the library staff to the importance of these projects. Many have yet to be convinced that the needs, readily evident, even exist. Others feel that such needs, that are apparent, are better served by other social agencies. It is probably fair to state that those involved in the Central Region Project are convinced that the role of libraries is changing, as are the roles of teachers, ministers, and others concerned with the educative process of the community, especially in the "inner city".

The general community is orientated to the audio visual--movies, television, films, records, and tapes. This is evident even in the popular mode of dress with its artistic emphasis in color and non-traditional design.

There is an enormous area for the children's librarian to relate this orientation to the world of color to be explored in children's books, films, and filmstrips. The librarian must capture some of the creative flavor of the times and relate it to books. This is the only way to preserve and develop a positive interest in books and libraries as an immeasurable and irreplaceable part of our cultural heritage.

Lincoln Heights Branch Library

Courtney Ayers
Adult Specialist

As a librarian interested in adults I will explore in how many ways a branch library can relate books to the adult community in groups and as individuals. Hopefully some of the ways would and could be adapted profitably by a regular library staff.

> "When the librarian, working out from his home base, is thoroughly involved with the whole community, and conversely when the community includes the librarian in every area where he can serve, then only is the utmost use of the library's resources possible." __ Orne, "Future for Humanism," in Library Journal, May 15, 1967.

To meet the problem of NON-READERS is to educate. To elucidate.

(1) Basic English for Adults (EYOA) leisurely, gracious, informal. A Saturday morning group of women from Sacred Heart that had never been inside a library spent a class period at the branch, voting for their favorite picture at the Art Fair, poking in the staff kitchen, taking books on letter writing to send me thank-you notes.

(2) My technique with English as a second language is unique. I visit an adult class at school 7:30-8:00 p.m. Several teachers consider the library applications perfect introduction to the Automation Age in which adults will live the rest of their lives.

To ELUCIDATE - "What's so good about going to a library?" "What kinda books ya got?" Each person gets a writing lesson in painfully scrawling his own special interest, and we all go to the library together to find a book about it. This gets shy adults up the steps and into an official building, armed with papers written in less than 3rd grade proficiency. At 8:00 we pile into cars, including those of the teacher and librarian and meet at the branch, where the staff has been alerted, to take out cards.

Community Cooperation - Every teacher expects to bring his adult class to the library at least once a year. For a second visit I invite the class for a special lesson--card catalog, encyclopedias, or film programs. Sometimes we mimeograph invitations to them in Spanish, to come to the library to see films in Spanish from Mexican Tourist Bureau.

This was successful during Christmas vacation and 50 found their way there independently.

In February I showed "Face of Lincoln" and "Johnny Appleseed" on two different nights at the library. Six different teachers brought their classes, about 200 adults. In preparation I picked up the lesson sheets from the Board of Education on Chapman and Lincoln and the teacher went over them to give the student a set of words for better understanding. Most of the books on Lincoln and Tall Tales which I told about were taken out on cards.

I carry books (not jackets) to the community and wherever there are crowds of adults I set up a display table of our most tempting and varied books with an explanatory poster in Spanish and English. I reach out for new people who do not now come to the library. Whenever they hover, I let the books speak for themselves.

NON-READERS IN A POVERTY POCKET

To meet the problem of POVERTY--MOTIVATE. RELATE.

(1) In four banks on Friday afternoons. Mexican men invariably related to my fresh camellias on the display table in front of the Sunset book, "How to Grow Camellias," I chatter, "My flowers can't read, but they grow better when I read a book on how to raise them". They beam, "No speak English, pretty flores". "I can get this book at this address?"

(2) In 33 industries, ranging from all day in air-conditioned employee dining rooms with decor to a 10 minute coffee break setting up the display books on the hood of the car in competition with lunch wagon. I phoned each president, or at least the publicity department and almost without exception they thought this concern of the library for the education of its employees was a fine thing, especially those on assembly lines, and herded their people around the display, and took photographs. Several times the labor union steward introduced me in Spanish and English, "Take advantage of these fringe benefits of this country, go to the free classes in English so you can learn to read these free books, as I did, or I wouldn't be where I am today".

The union refused permission to set up a display table of books for 2000 employees in a department store service plant--"Invasion of Privacy". Even the store is not permitted to display in employees' lunch room any advertisement. One lithographer said no. In the other lithographic establishment, after sympathetic consent on the part of the owner, I set up the book table among the gaudy colored billboards printed there and the men played craps at my feet the entire lunch hour, elaborately ignoring the books as though we were not there.

(3) I related to the poor in a book booth at the Chamber of Commerce Carnival.

The Chamber of Commerce said they were too busy to read, but they also admitted it was the only worth-while booth there, and all the carnival hands sat around the ferris wheel and merry-go-round reading our paperbacks they had bought.

(4) I tried to motivate the poor by setting up compelling books outside churches, starting at 6 o'clock Mass at Sacred Heart Catholic Church for all 5 services. Monseigneur came out in his beautiful red robe and said he had announced at all masses that the library was honoring them today and would everybody look at the books, and everybody should read more. He would like them to read more books about Los Angeles and places to go in Southern California to help them dig in roots.

(5) I motivated the women of the Salvation Army by taking them books on needlework, and judged the aprons they made from them for their Bazaar.

(6) I related to the mothers and pre-school children in a housing project with a children's book on seeds. I gave them lima beans to plant in eggshells full of dirt, and the mothers were as ignorant as the children about what water and sun would do for them. As they gently carried them away with them, the teacher said, "Now we will go to a meeting at the library". They did visit the library, though with some difficulty in getting enough cars. Now they see something they can do with books, and want to get cards.

One rotund Mexican mother for her first library book took out Modern Cake Decorating and brought a different gooey creation for the class to eat at every meeting. It was the first cooking other than Mexican that she had ever done.

NON-READERS IN A POVERTY POCKET.

When confined in a POCKET, I will EXTRICATE. ELABORATE.

The disadvantaged adult is in a POCKET. Consider a member of Kiwanis--owner of an outlet shoe store in the project area. A dropout from high school, ten years ago at the age of 48, with some cronies returned to adult school and continued classes until he graduated one fine June and his children gave him a graduation present, and decided to finish high school because of his example. His self-esteem is boundless as he puffs a cigar by the cash register and benevolently watches his wife fit shoes on a customer. He is so enlightened he will, if the spirit moves, reach for a box from the top shelf beyond her stretch. He had never been inside the library until he came in as a self-appointed witness to higher education to a committee meeting on juvenile delinquency. He did not look curiously around the library. I could tuck no book into the pocket of his mind for he thinks books are for all those other people who don't already enjoy the good life.

"Can't we do something?" wailed a young unmarried mother with assorted children in school.

"This is the third time I've come to start a parent's group and all we do is talk talk till there's nothing to come for but to hear the same old stuff. It's hard enough trying to raise a kid alone, without always hearing what you know already."

As a librarian interested in adult non-readers, I observe that this poverty pocket already has Dope, Delinquency, and Desertion. So what else is good with you?

I further ELABORATE our POVERTY POCKET by Summer Adult Nights at the library:

Mexico

Community slides narrated by a teacher and her husband.

America the Beautiful

Slides volunteered by three in the community.

Around the World in 80 Slides

Gave a special invitation to churches.

American Indian Night

The pastor of an Indian Church spent an hour trying to arrange Indian talent, another asked me to invite them by standing up to announce it in church. They were astonished at community recognition.

Hawaii

Hula dancing volunteered by four members of a mother's club; Hawaiian wedding song by local singer, scattering leis.

To the CASUAL OBSERVER the project is bounded by bleak, concrete institutions starting with General Hospital, a city-wide landmark of misfortune, proceeding clockwise by freeway to Pabst Brewery, County Toy Loan, Goodwill Industries, deserted Lincoln Heights Jail--all faceless and forbidding.

Taking the project inside each, the adult librarian finds adults--individuals and groups, just people, warm, responsive, and capable of being motivated to read.

General Hospital - "Only People Can Read Library Books" is permanently displayed in the library of the new nurses' dorm to direct successive groups of girls (who have bought 10 posters for their rooms). Across Main Street is the Psychiatric Out-Patient Clinic where the director is toying with the idea of letting them read aloud from our selected books, and tape it on the project recorder to play back to the emotionally disturbed--that could really unhinge them! At the University of California Medical Library whose technical students are mentally remote from a public library, we have had displays in a locked case, notably "Know Los Angeles" for out of town wives for summer session. The head librarian of the three professional libraries finds that all books disappear, so distributes donated books and magazines (our gifts among others) on the bookcart she wheels among the patients.

Inside Pabst Brewery a hearty and courteous public relations man directed me and my books by phone around the plant for an all day self help program. In the Maintenance Department at 6 a.m., beer break (coffee 5¢, beer free) among lewd pinups on bare walls, "Sure girlie, I'll take an application if it'll help you out any, but what do I do with it after I make it out? Do I give it back to you, so you can get credit for how many you get signed? What's it all about, a library?" At noon in the Bottle Room, someone told me, "I feel sorry for you in your job, just nothing but books and people all day".

The next boundary building is County Toy Loan, rehabilitation of cases referred by the county case worker--been down so long, the only way is up.

In a setting of doll arms and legs piled to the ceiling, boxes of eyes and hair, women learn to use power machines by making doll dresses. Basic English for Adults (federally funded EYOA) was a class of 40 illiterate Negro men. I prepared to motivate them to books by a book talk on "Peanuts" furthered by goobers bought on my vacation in Atlanta. But when I returned the class had fluctuated to the usual assorted nationalities. Mexican women could dress peanuts as dolls as I showed them a craft book in Spanish, and itinerant Anglos smiled at the Peanuts cartoons in a paperback, or a Chinese man thumbed through a copy of Life Magazine with the cover picture a picture of Schultz, the successful cartoonist.

A Mexican man opened a book for the first time in his life, "How to Cartoon" while they all ate peanuts.

One man repairing tricycles all day was "encouraged" by a "Weed is a Flower" and took it out for his son when they all visited the library. He had never heard of George Washington Carver and thought he would try to spell out a regular biography of him if the teacher would help him. Making the most of what you've got is Toy Loan's daily bread and butter.

Listed in Adult School schedule of classes as Rehabilitation came a class of women learning electronics. These women were interested only in electronics books, along with visits to industrial plants where they might get jobs, but where many doors were closed to them for security reasons as most are not citizens. So I encouraged them to take another big education step to a citizenship class which in turn visits the library each semester to be introduced to other books.

Goodwill Industries - Not a charity but a chance, dealing in junk to be restored by the handicapped to resell to pay their salaries. The Women's Club (chapter of national Federation of Women's Clubs) was curious why the library that had been there 50 years, and they almost as long, was now making overtures to them.

Twenty-eight women (the president had one arm, several came in wheel chairs) listened with obvious pleasure to my luncheon talk on "how to make the next 10 years the best years of your life," which included delving into hypnotism, fortune telling by cards, or palmistry, astrology, Gift of Prophesy, the Power of Positive Thought, and How to Make Friends and Influence People. I also invited myself to speak at 7:30 and 8:00 morning assembly sessions.

The obsolete Lincoln Heights Jail, another grim structure on the project perimeter, was the gala scene of a Goodwill Bazaar. I bought American Heritage for the library for 50 cents and some paperbacks for 10 cents.

In industries one president was actively opposed to allowing this self-help to his employees. "Impossible! There's no such thing as a free service. Somebody pays taxes for it, and I'm a taxpayer, and I pay plenty of taxes, and I don't want any of my money wasted on a bunch of freeloaders."

Some industries are asking if the library will display books for the employees again this summer during coffee break and lunch.

Summer Adult School phoned, "The field trips to the Lincoln Heights Library were well received by the adult classes. May we bring our summer adult classes for field trips?

Last summer we tried having the school library open, but it was not satisfactory; the books were geared to high school classes, and the adults get no carry over by being able to borrow books."

PEOPLE ARE DOING

A few more are volunteering to show their slides for future programs or to entertain.

Several are preparing for a one man art show similiar to the one already shown of photography in the library.

Optimists, stuck for a program, phoned if the branch had any films available. We showed slides that week, but I went to the Mexican Tourist Bureau, took out several films with posters on the 1968 Olympics to be held in Mexico City which seemed well received.

Staff Community Contacts - Motivating one community group a week allows the adult librarian 52 times a year to inform the taxpayer what he is getting for his money.

In aggressive versus desk-bound librarianship, the librarian should have made her books essential to every community program. I itemize groups of adults which should be showcases for library wares at least once a year, every year. The adult librarian should contact every school, elementary and up, and ask to be included in the school calender--whether in a monthly program, at a board meeting, or at a faculty meeting.

Every church should be attended at least once, with her presence made known, with a notice in the bulletin, and/or introduction from pulpit, with a follow-up participation in a mid-week meeting.

Every class in the adult school schedule should be exposed to library books, with a field trip tailored to its needs to the library.

At one meeting of every service club, and other organized clubs, the adult librarian should relate them to a book they would borrow from the library.

Frequent posters or book jackets should be displayed in markets, stores, windows, and personnel bulletin boards. One poster in the community is worth three in the branch. Inside the branch I would like to see a rack well stocked with a collection of juvenile and adult books as well as "Books for the Adult Beginning to Read". There one could shelve the books talked about in class in case somebody comes for it.

It's impossible to fit a community into a conventional library schedule, and it looks mercenary for a librarian to tiptoe out of a meeting because it is 9 o'clock and she is off duty in one minute.

A community night of some kind should be at every branch, whether monthly, bi-monthly or weekly, with a variety of fare, preferably featuring community talent.

TRAINING

Library school used to give a course in Community Relations instructions-practice-seminar. I understand this has been out of style for an era of library thinking.

Pre-training for this project would have been a different program, which is a free-for-all exploration of how many ways a branch can be related to a disadvantaged era.

A Mexican-American Conference held at Airport Marina or Claremont is training. Miscellaneous background reading is training. Persuading a reluctant program chairman that the Optimists would not walk out on a book talk, "The Care and Feeding of Hobbies," is training. It's training in community relations when president of Seniors meets you on the street and asks you to get Grace Kelly's father's will, which happens to be a model for wills.

It's training to read aloud at convalescent homes, or to observe the different reactions the same books have with disadvantaged groups. Lansford's "Villa" was a sensation when I set up my display table in the Water and Power Service yard for 7 o'clock coffee, and at least three different men asked to reserve it, and one called for it at the library before I was back with it.

Lincoln Heights Branch Library

Marcia Linville
Children's Specialist

The problems of this community are similar and in many cases identical to those of any older metropolitan working class area. They are complicated by the fact that this is a dual-language culture with the implicit conflicting cultural standards. However, it would be a serious mistake to think of Lincoln Heights only as a monolithic Mexican-American community. Lincoln Heights residents include Germans, Italians, French, Lithuanians, a lavish mixture of Orientals, Anglo-Saxons, Negroes, Indians and everything else. Even within the predominant Mexican-American group all stages of acculturation exist, from the purely Spanish speaking Mexican oriented to the only English speaking teeny bopper.

The problems facing such a community have been exhaustively discussed in much of the literature covered by the project; so for the purpose of this report, problems of the community will be defined as those related to and influenced by the library and the Federal Project Program.

These problems are interrelated with those of the library:

1. A low educational level. (Approximately eighth grade median.

However, this includes extremes ranging from total illiteracy to college graduates. It should be noted that an increasing number of the Mexican-Americans are attending college.)

2. A low reading level with resultant disinterest in reading for pleasure or entertainment, and almost total reliance on radio, television and other audio-visual media for information. An important side effect is the unfamiliarity of books as objects of daily life.

3. Habituated responses of apathy or hostility to public agencies, such as schools or libraries, as authority figures, resulting in little or no training in use of such agencies.

In obvious relation to these community problems were those of the library.

1. No audio-visual materials, despite the fact that these are the familiar and most often used media for this area.

2. Insufficient high interest, low vocabulary materials.

3. Insufficient duplication of popular materials.

4. Limited foreign language materials.

5. Insufficient staff to provide adequate coverage of schools, training in library usage, incentive visits or other services desired by schools.

It is difficult to separate the challenges offered by this situation into the suggested categories of general observer, professional, and professional-specialist. Briefly, however, they could be separated in this manner:

1. As a general observer: To do something constructive about a deplorable situation.

2. As a librarian:
   a. To alter habits to make reading a means of information and pleasure.
   b. To find materials of such interest that they would overcome the disinclination to read.
   c. To publicize existing library services and create new services as needed.
   d. To promote use of familiar audio-visual materials and to connect them in the community mind with the library.
   e. To be able to provide the needed materials in an acceptable way to a potential user.

3. As a children's librarian:
   a. To introduce books into the home situation until they attain the status of familiar and desirable tools.

b. To introduce books to the child at such an early stage of development that they become a part of the identity and early consciousness.

c. To provide necessary training which would facilitate library use.

d. To develop service for the schools which would enable both teachers and children to make full use of the available materials.

e. To develop procedures which would enable children to borrow books without being frustrated and defeated by red tape and difficulties of procedure.

f. To speed acculturation by providing background materials of western culture such as folklore, nursery tales, Mother Goose, and fairy tales, in both Spanish and English.

g. To endeavor to suit the collection to the child, not the child to the collection.

Obviously, many of these points are goals which have been held by the library profession as a whole for many years. Project work differs mainly in a shift in emphasis and a redefinition in terms of cultural deprivation.

A variety of methods were employed in an attempt to meet these problems. Most of these were extensions or intensifications of existing techniques although it was sometimes necessary to create a few new ones to meet the circumstances. In a middle class social environment a library is a necessity. In a lower class community it is not. It is felt to be irrelevant. We tried first to achieve relevance through desirability.

Primary importance was given to the task of assembling a collection of desirable materials (desirable from the point of view of an underprivileged child) and enhancing the appeal of the material with appropriate physical and emotional surroundings.

Certain library rules were relaxed and others were enforced with more attention paid to the individual case.

Displays were made in accord with current art fashions and changed often. Fresh flowers are used freely. At first they were supplied by the staff but, more lately, the children have provided them.

The collection has been greatly increased where the need was greatest as proven by demand. Popular materials of all kinds were heavily duplicated. A pilot program was inaugurated to determine the number of titles actually needed to fill the demand for specific popular titles.

At one time we had fifty-nine copies of the Curious George series in circulation and it was possible to go to the shelves and find only one or two copies in.

Duplication on this scale was made possible only by the purchasing of Scholastic thirty-five and fifty cent paperbacks. Paperback books are reinforced with a strip of Magic Mend down the back, inside and out, and have an average life of six to eight months. In some cases paperbacks have lasted a year or more.

We have found that not only does the paperback solve the problem of inexpensive duplication but that many children preferred it to hard cover editions of the same title. Paperbacks seem more familiar and less school related, hence more pleasurable.

Since our purchases are in addition to the regular library budget, popular taste has been given greater stress than is usual in library collections. Classic Comics, for example, proved so popular with children and adults that it has been necessary to reorder.

Our comic book collection includes Gold Key Comics, Spanish language material, Peanuts, and B. C. paperbacks, and some books which the children have made from the Sunday funnies. For a while we had a collection of baseball cards.

Children in the area mature early and magazines such as "Sixteen" and "Hot Rod" are read by the fifth and sixth graders.

All of these, it must be remembered, represent familiar and desired reading material to the children in this area. To some of our public they represent the only desirable reading material.

Foreign language books, primarily Spanish, representing German, French, and Italian were extensively bought and are heavily used by both the public and the students of the English as a Second Language Programs in the schools.

Independent readers, like the I Can Read or Cat in the Hat or the Follett Beginning to Read Books, are very attractive to our children because of their content and format; so they are heavily duplicated. Single fairy tales with many pictures, large print, and open format, are much in demand. Our audience is an eye oriented one, and chooses its reading material largely by eye appeal.

Audio-visual materials are responsible for some of our best responses. A record player has been installed and a small record collection purchased. This is augmented by a rotating collection kindly loaned by the Audio-Visual Department at Central. The children may also bring their own records from home and play them. This is very popular and since the machine is equipped with headsets, there is very little disturbance.

In the evening, films for all ages are shown in the Family Film Night Program which we have bi-weekly.

Punch and cookies are served and members of the community help serve and keep order. Response is excellent, the audience varies from 30 to 150, and one patron claims that it is the best thing the library has ever done for the community. We feel that it is the only way some of our patrons would ever have been reached, and strongly recommend that some type of audio-visual program be implemented into the regular library activities.

A weekly program of films and filmstrips was also initiated for Headstart groups in the area; film service has also been arranged for playgrounds and service organizations. We even use puppets to enhance story hours..

Work with schools was a major target since virtually all children in the area attend one or another of the local schools. A preliminary visit was made to each principal using a questionnaire and a list of services offered. This was necessary since most school principals were not aware of the extent of services now offered by the library.* They had not considered relating such services to the schools' instructional program. This initial contact was followed by an intensive orientation and incentive program.

Every class of the nine schools in the area--from kindergarten through the seventh grade--was visited by the project or the regular children's librarian. Efforts were made to have every school within walking distance (an elastic concept) send its upper grades on a library visit.

* see appendix

During these visits orientation and browsing time were given adequate coverage, but the major emphasis was heavily on incentive material. We selected such predictably attractive subjects as riddles, jokes, tongue-twisters, dinosaurs, space, science fiction (with the tie-ins to current television shows), fairy tales, judo, ballet, sports, cookbooks, magic, reptiles, pet books, mysteries, war stories, and such subjects as met a favorable response. Instructional talks were in question and answer form to ensure maximum participation by the children. As a result, circulation the first year rose over 10,000.

During class visits it was quickly apparent that those children who were unable to borrow books had difficulty relating to the experience. They were inattentive during orientation, sitting and talking during the browsing period. This lack of functional activity was both a waste of my time and theirs. Investigation showed that because of the variety of problems preventing borrowing privileges, it was not feasible (if not impossible) to handle each case individually. What was needed was a broad encompassing plan which would enable any child to borrow one book on a trial basis. After several conferences with the school principals, a procedure was determined which we believed covered the most contingencies with the least risk to the library. That semester over 750 books were circulated by this procedure. This number includes only those books circulated to children unable to borrow books on their own card and is in addition to other books circulated to visiting classes. Out of this 750, six were unreclaimed.

Also as a part of the work with schools, we addressed Parent Teacher Association and other parent groups explaining the library programs, attended school functions such as graduations, open house, May Festivals, etc., and informally contacted teachers during coffee breaks and lunch hours.

From these contacts a list of needs was compiled which we are presently attempting to fill. One particularly mentioned need was met by the Delivered Subject Loan Plan. In cases when it was inconvenient or impossible for the teacher to attend the trip to the library, subject materials were delivered to the schools. This has the triple advantage of painlessly introducing the teacher to library services, ensuring the selection of the best materials for the need by trained personnel who can call on the resources of the complete collection, and, most important, avoiding the too familiar situation of the teacher who makes an inconvenient journey to the library, finds little or nothing of interest on the shelves, and, easily discouraged, never returns.

It has been demonstrated that the primary factor in service to the schools is convenience. An easily attainable service is utilized, an inconvenient one ignored. Also, much of the success of this school program depended upon principal-librarian relationships. We are fortunate in having an unusual number of cooperative and enthusiastic principals.

As with the schools, the essential factor in community success is cooperation, in this case with individuals and organizations. During the year, virtually every organization in the area, on both community and governmental agency levels, has been contacted. On the community level we have held story hours for Child Care Centers, served as a member of the Lincoln Heights Community Coordinating Council, provided copy for the Bulletin News, led a Campfire group sing at the Lincoln Care Center, a parents' group Board of Education Orientation session, attended the Sierra Parent Teacher Association Council, worked with the Los Angeles Times Boys' Club, the Woodcraft Rangers, the Campfire Girls and the Girl Scouts, the Lincoln Heights Chamber of Commerce, the Optimists, the Kiwanis, the Little Flowers Mission, the Salvation Army, the Lincoln Heights Scholarship Fund, Project Bootstrap, the California State College at Los Angeles Tutorial Program, Summer Study Center, and Alcoholics Anonymous. Publicity contacts were made with numerous local businesses, such as Thrifty, Safeway, Bi-Rite, United California Bank, Bank of America, and many others. It would be impossible to list the individuals in the community who have helped the Federal Project, but mention should be made of Ben Carmona, Lincoln Heights Coordinating Council President, and Mrs. Gail Yasuda, Parent Teacher Association President.

On the governmental level we have worked with the Case Conference of Coordinating Council, the Los Angeles Board of Education Day Care Centers, Los Angeles County Toy Loan, Los Angeles County General Hospital, the Los Angeles Department of Parks and Recreation, Economic Youth Opportunity Association, East Los Angeles Welfare Planning Council, Welfare Information Service, Legal Aid Society, the East Los Angeles Service Center, the Neighborhood Youth Corps and the N.A.P.P.

The Federal Project has inaugurated several programs, some of which were very successful, some fairly successful, some questionable, and some few total failures. Among the successes are:

1) The Trading Bost -- A collection of unprocessed, uncatalogued paperbacks and comic books which are borrowed and returned or replaced on the honor system. It was established to develop borrowing habits in children and adults unwilling or unable to obtain library cards, and to develop pride of ownership in books. It fills these goals with outstanding success judging by its popularity, but outgo remains higher than income on the juvenile level; and, it needs periodical re-stocking of high interest materials.

2) Hospital Story Hours -- Weekly story hours and reading sessions with the emotionally disturbed children in the psychiatric unit of the Los Angeles County General Hospital.

These were established as a pilot program of services to institutions and have proved successful in promoting library-public relations at the institution, and are popular with the children. Recently, an additional half hour of reading for older boys and girls was initiated at the request of the children.

3) Hobby Club -- A summer activity which meets weekly for an hour of arts and crafts. The basis for these is taken from books in the collection. This activity was established to promote the idea of books as instructional tools, and seems very successful.

4) Campfire Girls -- Campfire and Bluebird groups are sponsored jointly by the library and Lincoln Park. The two groups meet alternate weeks at the library. These were established to meet popular demand, to involve parents by participating in a community activity. Although very time consuming, they are very successful. They have taken part in several dance festivals and community programs.

5) Project Headstart -- Library orientation and storytelling hours occur in weekly visits by each of four Headstart groups. They were established to introduce books at a very early age, to promote acculturation, and to aid in English and speech problems. To this end, films, records, and filmstrips were utilized with the aforementioned success.

6) Book Fairs -- The project has produced three Book Fairs in cooperation with the other agencies.

In two fairs, paperback books were sold; and in the third, people pitched dimes to win books. We made the most money ($50), which was donated to the Little Flowers Mission, in the third fair. The fairs were produced as a community activity publicity project and to introduce books into the children's homes. It was so successful that people still stop by to ask when we will sell books again.

7) The Art Fair -- This was a week-long display of art produced in the area. Five schools participated with paintings, mobiles, constructions, and weaving. The program was initiated with a paint-it-yourself program, for which we ran newsprint paper down the sidewalks and everyone painted free style. The paintings receiving the most votes were awarded blue ribbons.

Questionable success: The Easter Egg Hunt -- A candy egg hunt which anticipated fifty children, and was attended by two-hundred and fifty, caused difficulty in crowd control. Even running four separate hunts did not reduce the crowd to a size easily handled by three adults.

Failure: The Neighborhood Story Hours -- Four attempts to start story hours for neighborhood preschool children have been dignified by attendances of three to five children. Although story hours for assembled groups are in great demand elsewhere, it seems impossible to assemble our own group.

Community relations are quite good. Project librarians are recognized and greeted on the streets and in the stores.

Children run across the playground to carry books and applaud when we enter their classrooms. Work with schools has been especially gratifying. Community organizations have been extremely helpful.

With a single exception, staff relations have been extremely good. This is more noteworthy when one considers the unavoidably increased work load placed on the regular staff by project activities. Fortunately, one of our clerks plans to be a social worker and the other a librarian, and, so far, seem to consider all emergencies as experience gained. Possibly the greatest burden falls on the branch librarian, Mrs. Shotlow, whom we are fortunate in having.

The greatest difficulty in staff relationships remains the problem of communications. This lack aggravates difficulties in carrying out the new concepts necessary to the success of the program.

Because of the nature of the area, the greatest handicap is the lack of fluent Spanish. Neither night classes nor home study seems to be particularly effective. A short course of instruction in display design and handicrafts would be helpful. For those who have had no experience in storytelling, some instruction is a must.

In spite of some minor drawbacks, on the whole the project has been a valuable experience in both personal and professional life.

Lincoln Heights Branch Library

Ralph Webb
Young Adult Specialist

Originally, I had little concrete knowledge as to the extent and kind of problems Lincoln Heights manifested. I did have some preconception, i.e., low socio-economic, bi-lingual and juvenile delinquent ridden. These preconceptions all proved true, at least to some degree. However, they are not the major problems of the area, they are only symptomatic of the grave diseases of urban decay. Housing is old and generally run down. Once a prosperous neighborhood, Lincoln Heights only has shadows of this former prosperity in the shape of Victorian bric-a-brac Public facilities, including the library are really substandard. Not only are they old, but manpower and material are inadequate. A major complaint of the parents in the area is that the teachers in the schools are not really the best, and are forever changing. There are even half-time principals, something I had never heard of.

Literacy is generally at a low level and illiteracy is not uncommon. Tied closely to the problem of literacy is the already much discussed fact that much of the population speaks Spanish, and only Spanish.

While the project has a competent personnel, there are definite gaps in their training--specifically, the knowledge of the Spanish language. It is a definite and often time insurmountable lack not to have the ability to converse and to read and write Spanish. The population, although not even 50% bi-lingual, is very definitely Spanish-English. The facility to be conversant in Spanish would prove to be immeasurably beneficial to anyone working in the field and in the library. Each one of us comes up against groups who are primarily Spanish-speaking in which the use of Spanish would not only make everything we wanted to communicate clear, but would create a feeling of rapport and general understanding. Individuals who come to the library and can only speak Spanish, which happens daily, are completely frustrated in their attempt to get the information they are seeking because there is no level of communication. All efforts should be made to staff Lincoln Heights with Spanish-speaking clericals and librarians. I am sure that there are thousands of persons in the Lincoln Heights area who could be and would be served if our staff was adequately prepared to meet them in a common language. This is the ideal and probably an impossibility to ever arrive at this level; however, all avenues of recruitment should be explored. One method would be to step up the librarian trainee program. Recruit from the library schools now! Always looking for those who are fluent in Spanish, and put them in the community branches but not the regional branches.

Juvenile delinquency is a serious problem in Lincoln Heights, although not nearly as extensive as I was led to believe. There are gangs which are very active, but equally as active are groups working with them trying to change their patterns of delinquent behavior. I have joined one of the citizens groups of the Lincoln Heights Project in order to help with the fringe element of the gangs. So far, little has really materialized from this group because of such poor response from the community.

Another factor about the community is the lack of identification as a community; no cohesive forces are really leading or directing Lincoln Heights. The population is transient, excessively so, not only moving in and out of Lincoln Heights, but simply moving from one block to the next. The Catholic Church which is the single largest religious body should be a prominent leader in social progress, but it is not. Not even the traditionally active C.Y.O. has any program here. Other churches are even worse off because they have few parishioners and almost no active programs. The Los Angeles Times Boys' Club is the only private organization with a really large following (about 2,500 members) and an extremely active program. This is aimed mainly at boys although there are some programs in which girls can participate. Teen-posts have been a dismal failure.

I think the reasons are threefold: (a) The people in charge are not really dynamic and imaginative. (b) The people did absolutely nothing in an effort to support them. (c) They do not offer anything unique--all their activities are more adequately performed by the parks, recreation centers, the Boys' Club or the schools.

All of us working on the project in Lincoln Heights feel that the library should be involved and active in community affairs. It should make itself an integral part of people activities instead of a peripheral or a maybe proposition. One of the reasons for lack of interest in the library in Lincoln Heights is not knowing where it is; another is the language barrier; and still another is that the library is really a pretty colorless and uninteresting place for a great majority of the population. In part this is due to the concept of a library, a place for quiet study and leisurely browsing. Another might be the reception that many people have received in libraries over the years. Not all library staffs are as congenial to its patrons as the one at Lincoln Heights.

In order to immerse the library in the community and to change the image we have, individually and less often collectively, we must engage in many activities not unknown to libraries in general, but uncommon in both Los Angeles and more particularly to Lincoln Heights.

Every single community group and agency has been approached with offers of expanded library service and/or co-operation and participation by one or more staff members of the Federal Project. We often find our paths crossing, although there are unique fields of work also. Family film nights are a regularly scheduled event at the library, even though there is no meeting room or auditorium that can be used for projection, the children's section of the library has proved to be adequate. The people attending do not seem to mind the makeshift arrangement, at least if one judges it by the attendance.

Our new collection of attractive, but still all too sparse, Spanish books are very heavily used. This is one area in which we have really not done enough. We should have many hundreds if not thousands of books in Spanish, and the personnel to deal with them.

Another interesting item has been the record player and the earphones. Not only have they been a delight to the children, but the teen-agers have used it heavily also. We only have a small and very limited collection of records; however, Mrs. Linville borrows a new collection of records from the Central Library every 3 weeks. We allow the children to bring their own records. This has really proved to be quite popular among the teens since they often cannot listen to them at home. Once in a while a child will burst into song, but will immediately hush when he realizes that he is in the library.

Very few real problems have arisen from the record player. Sometimes there are all too many who wish to listen to it at the same time, or a little noise results from 8 headsets going at top volume plus the beating out of rhythm with their feet. The major problems are those of setting up and taking down the equipment; this is only a routine like many others we have and cannot be categorized as a problem.

Although old fashioned, the book talk and school class visits elicit immediate and overwhelming response. As a first avenue of contact it is still the best way of reaching a lot of school age youngsters in this community. However, as we have found out, just getting them into the branch one time does not mean they are here to stay. Unfortunately, and indeed unhappily, the traditional branch collection does not have enough materials to really appeal to many of these children. With the addition of many paperbacks, comic books, large duplication of popular titles, more students are coming in. Even the addition of magazines such as Sixteen, Sport, and Model Car Science keeps some kids interested who never found an interest before. Response to the paperback collection has really been wonderful. Many of our patrons both young and old are extremely pleased that we now have such a large selection of titles.

I am firmly convinced that the library must be friendly, attractive and appealing. Not only must the staff be trained in the routines, but service should be a part of their demeanor.

Attractiveness and neatness should be commonplace rather than the exception. Although this depends a lot on the physical facilities of the building, much can be done with the posters and displays, flower arrangements, book displays and other colorful exhibitions: i.e., puppets, dolls, and collections of various kinds. I have put a lot of work into the posters and displays that go up in the branch. These are not professional; yet, I have spent a great deal of time and effort in their planning and execution so that they would be as attractive and colorful as possible. This is one area in which I feel that all of the staff in the Federal Project should be more versatile since it touches so directly on public relations.

One rather interesting venture that we undertook on two occasions was participating in local fairs by having a book booth. Not only did it give us a chance to see the larger public in a different posture, but it gave this same public a chance to see the library in action. The major purpose of all of this was to advertise the library. If you judge advertising power by the numbers of people who see you and comment on your presence, then we were successful. Still, one wonders how many of these contacts come to the library as permanent users. Of course, there are those people that you meet at such places that do come and that you remember. Two that I particularly remember are Sonia and Sandra who had never been to the library before, although they were in the 3rd and 4th grades.

They have now been visiting the library at least twice a week for the last year. Surprisingly, they are not even good readers.

My particular disappointment not only in the community, but in the job in general has been the lack of things to do with teen-agers. The contacts I made with the Teen Posts both on a district level and local level were anything except encouraging. There were several occasions when I could not even reach the Teen Posts on the telephone although they were theoretically supposed to be open. Some work has been done with the Los Angeles Times Boys' Club, but the boys who use this facility are generally younger than high school age. The churches are in such a sad state that little if any work is done at the teen-age level. The Episcopal Church of the Epiphany does do some work with teen-agers, but since the removal of the Teen Post it is not on an organized basis.

My main purpose or raison d'etre at the present seems to be sort of the all purpose man. Not only do I serve as a go-between for two opposite and sometimes hostile forces, but as the general processor of library materials, communiques and sometimes temperaments.

The processing of library materials is an essential part of this job, and was one that was originally assigned to us at the beginning of the project.

Some people do not seem to understand the necessity for doing the job right so that the books and pamphlets that we acquire will become a part of the regular branch collection and will pose no problems in the regular routines of circulation, shelving and the like. All the materials that have come into the collection via LST funds have been directly or indirectly processed by myself. It more or less fell to me by default. Everyone originally had a crack at it, but it was found that others did not take to or bothered with the many details that are involved with preparing the book for circulation.

A major criticism that should be brought out about the particular combination of personalities that work as the staff of the Lincoln Heights part of the Federal Project is their lack of effective co-ordination and co-operation. This has its advantages if one were working as three independent and completely free spirits. As it happens, we are not. In hiring a staff for work that requires a close integration of efforts it might be best to look into the backgrounds of the various prospects to see if they can work with others. This has not only presented problems among the three librarians of the Federal Project, but has also raised havoc among the general staff. At times we have not been conscientious in our general relations with the branch staff; i.e., common courtesy, sharing of some of the branch responsibilities, and a lack of neatness. To my way of thinking, it has occurred all too frequently.

The concept of the project with its freedom of movement is to be greatly commended since it gives adequate time and "space" for any program that is undertaken. One of the major flaws in the concept is the lack of direct responsibility it spells out to the branch. Perhaps this was always implied, and need not have been stated. However, certain unhealthy attitudes have developed about the areas that one works in, such as, "Those teen-agers are yours, so you take care of them," or "I am not a children's librarian," and conversely, "I am not an adult librarian". Perhaps all these are minor problems; still they are indicative of the lack of co-operation that has existed here almost since the beginning.

My own feeling about the community's reactions towards our efforts is that those who have received our services are well pleased, but that a large segment, perhaps the majority, of the population of Lincoln Heights does not enjoy any of the benefits that we are so liberally trying to spread around. Many people, groups and individuals, have commented on the activity that they now see in the library. As far as I know this has all been looked upon favorably; I think that all of us feel that although we have reached a number (not too large) of the community not previously contacted that there remains all too many of the community completely ignorant of the library and its opportunities.

Of course, the public library is a service, not compulsory, and the people that come here come because they want to. Even after a year and a half, I am asking myself, "How do you interest people in wanting to come!"

Venice Branch Library

Selma Benjamin
Children's Specialist

When I came to Venice, I was given to understand that Venice was a microcosm of poverty, with problems of unemployment and with five or six different ethnic and socio-economic groups. I soon learned that the widespread unemployment had some definite causes and effects. Main causes were:

1. racial discrimination;
2. lack of education;
3. police records;
4. lack of industries and other employment and training opportunities nearby;
5. scarcity of public transportation to such opportunities;
6. scarcity of child care centers.

Some of the effects were:

1. poor housing;
2. broken family units;
3. low morale.

In spite of these severe problems, Venice gave me the feeling of hope, perhaps because the community is small compared to Watts or East Los Angeles; also because several strong, positive personalities were already at work, trying to make changes, to stir up and unify the fragmented community.

The location and climate of Venice, as well as the heterogeneity of the population are so beautiful that to the general observer it presented the challenge of helping to make it into a place he would be proud to live in. This is still my intention, and in my eighteen months of work here I have seen tremendous changes.

As a librarian I felt that in any community we should act as an agency of education, information and culture and that we should strive to improve these functions. I did not quite foresee then how much of my time would have to be spent working with community agencies and groups in all kinds of functions, as secretary, recruiter, interpreter, hostess, projectionist, or just as a member of a thinking, discussing group. This is part and parcel of being a community librarian. You must get your feet wet and work for your community in more ways than just getting books to them.

As a children's librarian, of course my primary responsibility lay with children and with people working with children.

My first line of attack was and still is, to strengthen the existing program for children, that is, I help the children's-librarian-in-residence to give more services to schools, as well as with her special programs. In turn she helps me with my pet projects.

As to special techniques I have tried, let me list the successful ones first. By success I mean that the program was well attended, and caused favorable comment and increased interest in the library and its activities.

1. Library (Hobby) Club for children 8-14 (there is no upper age limit, but this is the limit the club has set itself).
2. Street storytelling which Mrs. Edwards, our NAPP aide, and I have done on vacation days and school holidays.
3. Taking signboards, large objects such as a tiger piñata, and special bookmarks, on school book talks, along with books. Children have liked especially the "Be a tiger for knowledge" bookmarks which Don Roberts obtained for us.
4. A story hat with dangling little animals and objects, to advertise story hours.
5. Clowns and puppeteers both in the library and outside in library-sponsored programs.
6. Story hours with subsequent art or craft activities and refreshments, in honor of special holidays.
7. Library-sponsored tutorial programs to break the reading barrier and give status to learning.
8. A children's book jury where children had a chance to name and evaluate their favorite books.
9. A children's literary newspaper where children's original stories and poems are printed, illustrations, too.

10. Family craft workshops where entire families came to make holiday decorations and gifts for the home.
11. Hobby Club sponsored trips which included other children and adults, to places like Olvera Street and the new City Zoo.
12. Community festivals, such as the Cinco de Mayo, Easter and Christmas Family Nights, which truly involved entire families.
13. Regular visits to Headstart sites, with puppets, books, films and filmstrips.
14. Teaching of Spanish songs and reading of stories in Spanish.
15. Forgetting fines on library materials.
16. Short, timely and annotated lists, for various groups of workers with children.
17. Taking active part in PTA's Headstart Sponsor's group, fight for child care facilities and other community endeavors.

Less successful activities:

1. Regular story hours, first on two-weekly basis, then on weekly basis, on Saturday mornings. (Regular summer story hour was successful, largely because of Headstart and Child Care teachers who brought groups in on regular basis.) We might try a fall series again.

2. Storytelling workshop for adults. I have talked about this around the community, but the idea has not caught on so far. Will try again this summer.
3. A Spanish-English "Amigos" club. The children's interest is there, but we have not managed to find a leader with broad knowledge of both languages, both spoken and written.
4. The Book Fair. This was poorly attended, perhaps the next time it should be geared to teenagers, instead of to the community at large. Also, the date may have been too close to Christmas, when people were shopping for things more essential to them than books; or their money had been spent.

Materials that have been successful were:

1. Paperback books which children prefer because of their informality.
2. Comic books which make them feel at home even more; they give the library a supermarket quality.
3. Books in Spanish and English, because they appeal to three kinds of audiences: The English-speaking, the Spanish-speaking, and the bi-lingual.
4. Books with pictures of non-Caucasians.
5. Books with colorful pictures about any subject.

6. Records and the listening-jack. Rock music most popular, but all music and sound well accepted, even highbrow music such as Rimsky-Korsakoff's Sheherazade.
7. Puppets, to be watched as well as to work with.
8. Games such as chess, checkers, dominoes, scrabble and other word games.
9. Crayons and paper, as well as any and all art materials.
10. The tape-recorder as a device to get to know yourself, test yourself, dictate stories to.
11. Filmstrips, as a visual way of receiving stories.
12. Some films, such as Eames: Toccata for Toy Trains; the Red Balloon; One Wish too Many; the Golden Fish; some of the Disney nature films; Help, My Snowman's Burning Down; The Living Stone; The Hound Who Thought He was a Raccoon; Peter and the Wolf; Ti-Jean Goes Lumbering.
13. Some stories, such as "Shan's Lucky Knife," "John Henry," "The Wave," have had a special impact on our children.

Films have to be carefully selected; many that were highly recommended to us by audio-visual librarians caused boredom and restlessness among the children.

The acceptance of stories, of course, depends on the age group, the taste and manner of the storyteller, etc.

Areas of cooperation which were successfully explored were those with other youth groups, such as the Neumeyer-sponsored clubs, Oakwood-Wesley-House clubs, and Campfire Girls; the local playgrounds cooperated with us and we with them, in joint programs, such as the Valentine Day story hour with the clown, the Art Free-For-All, the showing of a film on the Olympics,(all these at Oakwood), the Artists for Venice Festival at the Venice Pavilion, our exhibits at playground events and their help with booths and activities for the Cinco de Mayo. We have shown films and read stories to playground groups also. Through our NAPP aide, NAPP and the library have shared and distributed much information together. I have obtained films for Coordinating Council programs and for training of Headstart teachers. Parents have helped with special events like the Book Fair, the bus trips, and the craft workshops.

People say many things. It is a new thing to them that librarians come out to them, to the Headstart sites, to the community meetings and festivities, a new thing that they can request space for their meetings at the library, that they can find answers to some of their problems there. The family nights, festivals, and the hobby club have become famous.

There were two pieces of strong evidences that our efforts have borne some fruit:

1. The signatures on the petition asking that the library stay where it is now, meant that the library has come to mean something to its immediate neighbors.
2. The tremendous and completely inter-racial participation in the 1967 Cinco de Mayo (an estimated 2,500 to 3,000) showed that we have reached many, if not all, segments of the community and that we have aligned ourselves successfully with positive strivings for self-help and beautification in this entire community.

On the other side of the ledger there are aspects which are not so positive:

1. Circulation has not risen dramatically, though more than in most parts of the city. Reasons are the low level of education, apathy toward books even by many educated community workers, and the severe problem of indebtedness to the library because of misunderstanding or neglect, which then leads to a shunning of the library. I am still planning to work out a flannel-board presentation to be used in orientation sessions for new library users.

Of course, if other library services were measured in the same way as circulation, the increase of use of Venice Library would be found very considerable.

2. Housing segregation in Venice is a great problem which has not yet been touched. In my opinion it is the factor most responsible for the low educational level and for the severe housing problems of the community. Just now, there are some indications that an Open Housing Movement might begin.

As to my own age group, a positive reaction to my work in Headstart, has been the request for a list to be used as a buying-guide, from a group that was rather suspicious of books as a Headstart tool only last year. There is lively response to the club and tutoring activities also. The general branch staff are becoming ever more deeply involved in our activities and are always contributing of their special talents.

Good staff relationships are vital in a project such as ours, especially among the three project librarians. One has to try to pull in the same directions, without squashing individual opinions and goals. We find weekly staff meetings a bare minimum for feeding information to one another, evaluate situations, make plans.

We have to fill community needs as we see them, with primary responsibility to our different age-groups, but with flexibility to help one another out and to make suggestions to each other. Of course we have had differences of opinion and style and occasional communication breakdowns, but on the whole I feel that we have done very well, and have been fortunate in the composition of our team. We are greatly aided by our pleasant and capable NAPP aide who truly acts as a link to the community, and by our top-notch half-time clerk-typist who is an excellent typist, also a display artist, good with children, and a joy to work with generally. Also I must here count my blessings for having this chance to work with a person of the calibre of Don Roberts whose dynamic creativity, work capacity, and abundant goodwill, are very hard to match and naturally arouse envy in many, including yours truly.

I use my background training in psychology, sociology, and education daily, and feel very strongly that psychology and sociology ought to be required subjects in library school for any librarian planning to work with people. A previous knowledge of Spanish and of graphic art techniques would have been very useful in this work. Spanish, I am acquiring slowly and laboriously, and art, I delegate.

Our job is no bed of roses, because every bit of success has to be earned by great effort, and by trial and error.

However, I have never enjoyed a job as thoroughly as this one, perhaps because I feel the need to earn my right to be alive, when many of my closest friends have perished in the Hitler holocaust, and because this job gives me a chance, perhaps, indirectly, to help other people out of a hole not of their own making. Moreover, I can use my love of people, especially children, and of nature, art, music, and literature, in this work. I am most grateful to Mrs. Johanna Sutton for the freedom she allows us in exploring the needs of our communities and in devising means of filling these needs. And I hope to be given more time to develop further some of the projects under way and to try others.

Venice Branch Library

Doris Dosser
Young Adult Specialist

When I first volunteered for this program I only knew that it was to be an extension of library services to a "disadvantaged area". My concept of "disadvantaged area" was rather general mostly because whatever knowledge I had, had been gained vicariously through sociology and psychology course studies and general reading rather than through actual experience. Two things motivated me however: 1) The idea of working directly with the people of a community to bring the services of the library to them was a most exciting idea; it presented a chance to implement the concepts of library service instilled in me first through my own good experiences with libraries since childhood, then re-enforced by the pervading spirit of service as "preached and practiced" in the UCLA Library School. 2) The opportunity to satisfy a long felt need to be actually involved in doing something constructive about the problems of disadvantaged people.

The community of Venice presented many problems. It was and is a racially divided community. The "Negro ghetto" lies to the north of the library. The Mexican-American section, though not so well defined, lies mostly to the south and east.

Caucasians, divided into rather special groups, are concentrated to the west. It is at the same time an artists' colony, an area of ever-decreasing numbers of "old-timers", and a first stopping place for transient "southern whites". These separate areas seldom see eye to eye on any given situation; the resistance of one to the other, though often denied on the surface, is strong and deep.

The community is also divided economically and much friction is generated between those who have attained middle-class affluence (and usually adopting, thereby, middle-class values) and those who are either without work for whatever reason or who have such poor-paying jobs they can barely support themselves, let alone a family.

The general problems of a disadvantaged area include the depression and apathy that arise from living under the pressures of prejudice. There is much over-crowding because of the inability to live elsewhere. Many more people are out of work proportionately than in other parts of the city. Dirt and other generally unsanitary conditions are prevalent. Hunger is common. Inadequate educational facilities promote large numbers of dropouts, with the result that many young people are on the streets. The schools, in general, are not doing "the job" for the children and young people of this area. There are many adults with little formal education. The recreation facilities are poor. Medical facilities are practically non-existent.

Communication difficulties develop very quickly not only with people of the Mexican-American community, many of whom speak only Spanish; but also with the Negro community, who often speak a "dialectal" form of English that is not as grammatically incorrect as it first sounds--it is just that, as with any unfamiliar language or dialect, it is difficult to understand, particularly when spoken quickly.

The library was not generally recognized as an agency to which the community could turn for information or other help, but just as another "government agency". I felt and do feel that, as a general observer, most of these conditions of poverty are intolerable, not only here in Venice, but wherever they occur in this country. Therefore, I felt an obligation to do whatever I could on a personal level to alleviate such social ills.

As a librarian it's an exciting challenge to be able to coordinate both my personally felt obligation with the direction of my profession by exposing to such a community the very real help that is available to it through the services of a library. My specific area of experience and interest in library service had been with young adults who were very much aware of library services and used them practically to their fullest extent; therefore, it is a particular challenge to try to reach and help those to whom the library couldn't mean less.

The first step in meeting these problems was to get acquainted with the community, to become aware of what agencies and facilities were available, to introduce myself, and to explain our program to them. The next and most important step was to extend this acquaintanceship by becoming involved, getting to know people on a personal level to better determine individual needs as well as to more effectively project the concept of a library which belongs to and is a central part of the community--a living breathing active part; not a stuffy staid guardian of books which belong to someone else anyhow, but becoming interested in and taking an active part in community affairs and events.

As we became better known to the community as well as more aware of specific needs, we planned events both within and outside the library which would draw attention to the services afforded. We took the library to the community. The local newspapers are regularly informed of our existence and programs. I give book talks in the schools and Teen Posts and distribute information about happenings at the library (flyers, posters, etc.). I plan and put on film programs at the Teen Posts, sometimes with their help though more often without. The response is varied, but whenever I have discontinued the film program for a short time there has been a demand for its return. I also take a tape recorder to the Teen Posts sometimes; it is a great "ice-breaker". I first put small collections of hardbound books into the Teen Posts then later replaced them with spinner racks of paperbacks, which proved to be much more popular.

We make the library available to the community by offering its facilities for meetings, art displays, dances, working with tape recorders, film shows, listening to records, and discussion groups. We planned and successfully executed an annual Cinco de Mayo Fiesta primarily designed to both honor and involve the Mexican-American community while at the same time attracting the rest of the community.

As I have already indicated, audio-visual materials figure heavily in our approach. The book is not the only package which contains information, knowledge, and ideas. Our society is using these other packages more and more so we too must be able to utilize the film and filmstrip, record, and tape effectively. (This means being able to operate the necessary equipment also.) Graphic materials such as bookmarks, flyers, and posters are important and necessary. Even more important, however, is the need for such materials to be imaginative and alive.

We buy books both to supply the special needs we find and to supplement the regular collection. Paperbacks are popular and useful with everyone and we have instituted a spinner rack. High interest, low reading level materials are very hard to find in the first place and most of what we have found does not really fill the bill; the most effective so far are the Reader's Digest Series "Reading Skill Builders". Art books and other beautiful pictorial books have been emphasized. Mexican-American history (practically nil) and other books, particularly beautiful ones, concerned with Mexico have been added to the collection. There were few Spanish language books, so we have added both fiction and non-fiction (how-to-do-it, health, etc.) as well as newspapers and magazines. I have concentrated on books of interest to young adults in particular--sports, fashion and grooming, cars and motorcycles, humor, careers, music, etc., as well as adding more magazines of interest to young adults such as Mad, Teen, Hot Rod, Cycle, Model Car and Track, and International Surfing.

As I explored the community I began concentrating on and working with five agencies in particular:

The Co-ordinating Council. Here I attended the meetings, to learn "who was who" and "what was what" at the leadership level and at the same time to become known to them. I have been asked to be youth chairman, even though they know I will not be able to finish out the term. I have attended Youth and other conferences throughout the county sponsored by State and County Co-ordinating Councils.

The Senior High School and Junior High. Here I established good relations with the administration; made friends with the librarians; gave book talks to individual classes and established good relations with the teachers and students.

The Department of Recration and Parks. Here I established a good rapport with the directors at the local playground; co-sponsored programs with them; attended teen conferences sponsored by the Department; attended local Teen Council meetings (part of the Department's Teen Program).

Teen Posts (Beethoven and Venice) and their sponsoring boards. I felt this should be the area of greatest concentration for my specific assignment and began frequenting the Posts to attend meetings held by the young people; to just be around to talk with them. I established a rapport with the directors and gave a book talk at the Venice Post, which is attended mostly by Negroes. The talk included a reading from Malcolm X. (The Beethoven Post is pretty much a Mexican-American Post.) I put in book collections and began showing films on a regular schedule and became sort of floating member between both sponsoring boards. Recently I was asked to be a consulting member of the Teen Post Advisory Board for our area and then appointed the representative of that board to the Project Development Committee of Teen Post.

The West Area Welfare Planning Council - Economic Opportunity Committee. I was first asked to attend these meetings by the Venice Teen Post director and was later accepted as a member. This is a good sounding board for specific problems of the west area disadvantaged and is often the co-ordinating agency for getting the "show on the road" toward some solutions.

As I worked with the agencies I began to develop friendships with individuals within them. A talk over a cup of coffee or at a dinner table will give insight and understanding into a situation that might never have occurred to you otherwise. Besides, the bonus of an added dimension to your life by the inclusion of new friends with a different point of view is no small thing.

Specific examples of our program:

A. Successes

1. Cinco de Mayo.
   The Beethoven Teen Post and its sponsors were among the biggest supporters for that particular program (both years).

2. Art Free For All.
   This was held at the local playground in co-operation with its directors. We put up large expanses of canvas, supplied paint, brushes, and music and invited the community to come express themselves.

3. We presented the film "Raisin in the Sun" which drew a good audience.

B. Unsuccessful

1. Film Programs at the Teen Posts.
   It is so difficult to judge what the young people are going to like particularly when it is not always possible to preview the film first. This makes the programs so uneven that finally one settles down with an audience that will watch almost anything. However, from the reactions and comments when the films are shown, I am beginning to build up a repertoire of films that will be approved by young people. Among them: "The Red Balloon", "Golden Fish", "Biography of a Rookie", "Phoebe", Nature films (in color), "Rafer Johnson Story", "That's Me", and "Neighbors".

2. Surfing and Motorcyle shows last summer.
   We did not really plan big enough nor publicize enough nor publicize enough to the proper audience last year and the films around which the programs were built were not that good. The whole thing was very experimental. This year we are trying again and hope to profit from our mistakes.

More people are beginning to look upon the library as part of "their community", a friendly and helpful place not only an information storehourse, but a center actively interested in their welfare and well-being.

The strong protest against moving the library even a few blocks was an example of this feeling.

Whatever happens in the community now, whatever issues are at stake, the library is called upon to take part, give advice, and to be included generally.

It is very important that a staff working on a project such as this be able to mesh together to pursue their own particular areas of specialization, certainly, but to also be able to accept and work with suggestions from the others involved as well as to willingly offer help and suggestions for whatever the others are doing--it should be a team effort; the idea is to do a job of service for the betterment of the community, not to create "star" librarians. Admittedly this is not the easiest thing in the world to do. Everyone has a certain amount of ego and a pride of accomplishing something that is peculiarly his own; and usually someone who has volunteered for a program of this sort is not the shy, retiring type and there are bound to be differences of opinion, not to say clashes even; however, the point is that these differences must be negotiated with the community in mind, not the individual.

The lines of communication and considerations for the other person's point of view are not to be confined to the project staff itself either. If a project is moved in bag and baggage on top of an already functioning staff, as was our case, it is extremely necessary to operate in such a manner as to facilitate the two staffs working together--remembering that after all, the project staff will be seen as an extension of this particular branch into the community. What good will it be, whatever work the project staff does, if this work is negated by the attitude of the regular staff? In other words, it is necessary to have the regular staff with you and your ideas if you are to be truly effective. The greater responsibility for seeing that this happens lies with the special staff.

A fairly wide and varied background plus dealing with the public in some way other than as a librarian has been particularly helpful to our team, as well as some formal study in both sociology and psychology. Both Mrs. Benjamin and Mr. Roberts have lived and worked in other parts of the world. Mrs. Benjamin has taught nursery school. Mr. Roberts has owned and operated a bookstore while I have done door to door retail selling and although I have not been out of the United States, I did move about this country a good deal as a child.

A prerequisite of some such varied contact with people of a differing milieu than your own would seem indicated. Selling strikes me as particularly appropriate, since, from my point of view anyway, that is what public library service is--

the products being the ideas, information, knowledge, and entertainment contained in books, films, newspapers, and other materials that we can supply to the public. However acquired, formally or informally, the ability to meet and deal with people on your own is essential.

A fairly detailed briefing on the area concerned and what has come to be known as "sensitivity training" related to the people of the community with which the staff is to be involved should be part of any preparation for such a project as ours. This preparation would ideally take several weeks. We were fortunate that Mr. Roberts moved into the area some months before being formally assigned and made it his business to become acquainted with and involved in the community. Mrs. Benjamin and I were, therefore, able to trade on this and of course benefited tremendously thereby.

An important part of any professional librarian's work is his attendance at both library sponsored and relevant interdisciplinary sponsored conferences and workshops. This is particularly true for a project such as ours, but is equally true for any library system that expects to fulfill its obligation to serve an ever more sophisticated public. There are several objectives to be gained from this attendance. One, and by no means least, is again alluding to the selling business, the energy, enthusiasm and, yes, inspiration to be gained from a "sales meeting". Another is the growth to be found through contact with others having different points of view though involved in essentially the same business as you are. The value of seeing yourself through the eyes of another discipline cannot be minimized either; it may smart a little, but it will increase your awareness of the effectiveness of your service and help you to see the direction of improvement. This inter-disciplinary contact also keeps you aware of what's happening" in other fields that will affect you. Every librarian not only should have, but needs the opportunity to participate, if only by attending, such professional forums. A professional conference can be likened to a lemon tree--it adds to its growth, it blossoms, and it bears fruit all at the same time.

Some training in the use of audio-visual equipment is also indicated. A knowledge of and ability to operate tape recorders, record players, film projectors, etc., is essential A few sessions on the values of and techniques for getting your publicity releases into the local newspapers would help as would similar sessions on graphic design fundamentals.

Venice Branch Library

Donald L. Roberts
Adult Specialist

The "community problems" were (and still are) general apathy, disorganization, police relations, housing, recreation, education, pending rehabilitation (or urban renewal), street conditions, pent up feelings (violence, anger, defensiveness, etc.), etc. This could be a gigantic essay -- I don't know how to speak to this economically.

I did not come in as a "general observer". I joined the fight in Venice as a "white liberal" who hadn't done anything but pay lip service to civil rights, ghetto conditions, etc., but wanted to use the opportunity to exercise my profession in a dynamic way. So the challenges were to overcome my own apathy and hypocrisy and "get with it". The overall challenge was to forget my personal life and become totally involved in Venice. Thus, I had to attack the "community problems" as if they were my problems. I had to get into the melee and start swinging.

I immediately examined the community organizations, chose the one which seemed most active, joined, got on a committee and went to work. This enabled me to get into the action quick, to make contacts, and to establish a rapport with one community group.

Then I sought out all the visible community workers (especially non-professionals, grass roots people, etc.) and tried to make friends with them (often with difficulty because I had taken a strong tack in joining one group). I tried to make myself an information consultant, to become indispensable to them as fast as possible. I gave out my home phone number, and indicated that I was available 24 hours a day to help them in anyway possible. Sometimes this took the forms of taking people to clinics, or translating for someone so they could understand their social worker. So the first "technique" was to open up to the people here.

Wherever I went, I tried to extend my contacts. I was asked to help agency people who didn't have the guts or enough empathy to get things started. So I was one of the people who got the ACLU Police Malpractice Center started. I worked on the Education Committee of the Venice Credit Union and helped plan the steps in starting this. I helped get the Citizens for Venice (an action group comprised of all the warring elements in Venice) started. I was asked to serve on the committee to save the Service Center. I worked with OIC to prepare a plan for a vocational training center in Venice. So I have been besieged by agency people for help. Usually I do my best and then get back to the community people as fast as I can.

We started ordering materials such as pamphlets, magazines, SRA teaching guides, English books (simplified), records, books in Spanish, etc. Paperbacks have become progressively more important to us. I don't know exactly how to deal with this thing about materials (again it is so broad). Subjects: easy to read books, drugs, community organization, consumer information, career books, Arco and Ken books, high interest materials (adult picture books), Negro history, civil rights, Mexican-American problems/ history, etc., etc. Films and AV materials have been very much in demand. We haven't been able to satisfy this demand in any sense. We are still not equipped (mostly as far as personal techniques go) to handle this. We have gone more and more out of our library system to try to satisfy these demands.

Printed materials (flyers and bookmarks, etc.) have been very important. We have had to struggle, take hours and hours of valuable time to try and do this job. We need more and more emphasis on this. Mr. Curtis, Federal Project Display Artist, came very late, and we still need help in using his services in a dynamic way.

I have mentioned this above. We have tried to respond to the demands of Project Action, the Service Center, the schools, the Tutorial Center, etc. as they came up. The 6 paperback racks are an example of this.

Film showings in the community are another. Our work with festivals and gatherings are another: e.g., Cinco de Mayo, playground events, community meetings, 4th of July picnic, etc.

Family nights and many, many special events (almost all of them well attended). Printed materials have won an award and have been well received in the community. Tutoring goes on in the library. We are always asked to participate in community planning in every area (e.g., our part in the Summer Proposal for Youth). The Venice Forum (community discussion group) has adopted the library as its meeting place. The Venice Chess Club meets in the library every Wednesday night. Many organizations use our clubroom (either on a regular or sporadic basis). Contact with the Venice Adult School. A class of Mexican-American mothers (in English) in the library -- in cooperation with VISTA. This could be extended if you need it.

Some people might worry about circulation... and this has not been "completely successful". We have failed to provide adequate AV services because we are not 20th century librarians. We haven't been able to do enough door to door work because of the demands on our time of organizations, agencies, and distracting reports and outside inquiries. We have failed the Spanish-speaking community because they are especially difficult to work with, and because we simply do not have the techniques to do the job. Some of our failures comes from lack of adequate planning and staffing.

For example, my idea for a senior citizens' reading and discussion club. I just don't have the time to organize it. A volunteer hasn't shown up to do the job. This could be extended too (I mean the lack of success, etc.).

We hear mostly positive things. We know that we are in demand. I have been told that there would be a very strong reaction in the community if we were not refunded (simular to the Service Center protest). I feel that (next to Headstart) we are the least controversial Federal program in the community. But it isn't so much what the people are saying. It is what they are and what they are doing. What they do is very positive in relation to the library.

What are they doing? Well, the library has taken on a new, electric atmosphere. Sometimes the feeling that one gets in the Venice Branch is so powerful and so important that you know that just the fact that someone comes in and wanders around in the building is as important a thing as you could hope for. The community action books, our pamphlet and clipping files are used by those who want to upgrade Venice. The magazine collection is more important and used. We have initiated programs in the library (mentioned before) which are successful. People are depending on us for guidance and translation in the business of "getting educated" (the evening school and the regular schools still do not get down to the nitty gritty).

Our staff situation has been fantastic. We work well together (within the Federal staff), and with the regular branch staff. The same goes for our work together or singly with community groups and organizations.

Audio-Visual work in front. We should have been trained in public relations work. We should have been allowed to start before the project actually started by getting to know the community, joining organizations, etc. We came in flatfooted because the bureaucracy didn't really feel the urgency of our work. So we are just really getting started as the project ends.

Charles A. Curtis
Federal Project Display Artist*

Design and typographical layout of following items:

Handbills and Leaflets

8½" x 11"

1. Art Festival, May 5 and 6 (Lincoln Heights)
2. Family Library Information Program (FLIP) (Central Region)
3. Spontaneous Sound Program (Lincoln Heights)
4. Spontaneous Sound Program (Venice)
5. Big New Look--Los Angeles Public Library--"Books on Wheels" (Bookmobile)
6. Los Angeles Public Library Bookmobile at Avalon Gardens Community Center
7. May Festival (Bookmobile)
8. Art Exhibit (Central Region), design, layout and silk screen printing

Posters

8½" x 11"

1. Book Fair at Vernon Branch (Central Region)
2. Vista, NAPP, and Operation Bookstrap Participate in National Library Week (Central Region)
3. Vernon Branch Library and Hugh Gordon Bookstore--Centers for Large Collections of Negro Books (Central Region)

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* Began work March 6, 1967

continued

Posters - (contd)

8½" x 11"

4. National Weeks at YWCA and Library. Visit Your Local Library (Central Region)

5. Individual branch signs for National Library Week (Central Region)

6. Sign for Teen Posts: "These Books are Provided as a Service of the Los Angeles Public Library Federal Project".

11" x 28"

1. Need Something to do This Summer?

2. Special announcement for stop at Imperial Courts (Bookmobile)

3. Movie Time Cards (Bookmobile)

4. Bozo the Clown (Bookmobile)

5. National Library Week

14" x 16'

Art Fair announcement (Lincoln Heights)

20" x 28" each

Two-panel display with mounted photographs and publicity materials for talk given by project co-ordinator, American Library Association.

11" x 18"

Easel display of materials in Spanish used with panel display above.

22" x 28"

1. Cinco de Mayo--silk screen design, layout and printing (Venice Branch) 300 posters

continued

Posters - (contd)

22" x 28"

2. May Festival--silk screen design, layout and printing (Bookmobile)
3. Special summer posters--silk screen process (Venice)
4. Art Fair--silk screen process (Central Region) 100 posters

28" x 44"

Earn a Scholarship--Read Books (English and Spanish text) (Lincoln Heights)

Public Relations

Peter Odencrans
Student Worker

Since January, I have worked on publicity programs for various activities sponsored by the project. Some of these include press releases for the Book Fair (Vernon Branch), Cinco de Mayo Festival (Venice Branch), Books on Wheels (Bookmobile), Negro History Exhibit (Display Department), and the Summer Programs (all Federal Project branches).

Although the results have been satisfactory for these programs, there is room for much improvement. Such improvements should result from the addition of a full-time public relations individual. Under the present organization, a part-time PR individual cannot provide adequate service by working a maximum of 20 hours per week while attending college.

The part-time worker is further limited through pressures from the regular Public Relations Department in the library. Dividing my work between activities for the Federal Project and the regular PR Department has left little time for sufficient Federal Project coverage.

Within the next few months, one of the project meetings should be devoted to the future public relations programs so all project members can benefit from seeing how these programs can be improved. This meeting should take place soon after the full-time PR man is hired.

Photography should be used more and to better advantage for programs to come. Since a part-time person does not always have time to photograph the activities, each project member should be taught how to use photographic equipment.

The project may also increase its effectiveness if the Federal Project was featured in a newspaper. The full-time PR man should submit photographs of the project's progress and write the copy explaining what the Federal Project intends to do for its communities.

Appendix A

OFFICE STATISTICS

January-June 1967

STATISTICS OF SECRETARY'S WORK

Volumes Ordered	
Books and pamphlets (total number of volumes)	9,473
Volumes Received	
Books and pamphlets (invoices processed for payment)	8,403
Orders Outstanding	
Books and pamphlets (total number of volumes)	1,070 *
Films and filmstrips ordered and received	18
Film rentals (for special programs)	5
Recordings ordered and received	70
Tape recordings ordered and received	11
Subscriptions (now being received)	112
Cost of recordings received	$372.16
Cost of tape recordings received	$100.00
Estimated cost of books, pamphlets, films, film rentals, recordings, tape recordings, subscriptions, bookmarks, freight charges (on books ordered for exhibit), and binding charges ordered--received and outstanding:	$18,520.52
TOTAL	$18,992.68
Approximately 115 stencils cut (for lists and other materials duplicated for project staff; prepared in quantities ranging from 50 to 5,000 copies):	36,225

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CO-ORDINATOR

Visits to branches	65
Interviews for staff appointments	9
Staff and group meetings	6
Participated in outside programs	1
Participated in library programs	2
Visits from other librarians	6

* These include cancelled volumes and unavailable volumes which were reordered

Appendix B

Conference Participation

Marianne Adler

- New Careers Conference
- California Library Association

Courtney Ayers

- Claremont Reading Conference
- New Careers Conference

Selma Benjamin

- Claremont Reading Conference
- California Association of School Librarians
- American Library Association

Frances Carter

- New Careers Conference
- California Library Association

Marion Cobb

- New Careers Conference
- California Library Association
- American Library Association
- State Library Workshop at Long Beach

Herma M. Davis

- ALA Midwinter (committee member)
- American Library Association (San Francisco, YASD Committee)
- Speaker, Riverside City & County Public Library Second Annual Young Adult Services Workshop
- California Library Association

continued

Conference Participation - (contd)

Doris Dosser

Claremont Reading Conference
Teen Conference (sponsored by Los Angeles Department of Recreation & Parks)
New Careers Conference
California Library Association
American Library Association

Marcia Linville

Pepperdine Children's Literature and Storytelling Workshop
Claremont Reading Conference
California Library Association

Donald L. Roberts

American Library Association (YASD, participated in program)

Johanna G. Sutton

University of Southern California, Health, Education & Welfare Conference--Health for the Aged
Claremont Reading Conference
Taped TV program on services to aged, Los Angeles (City) Board of Education, Gerontology Series
New Careers Conference
California Library Association (member of Legislative Committee Southern District
Nuevas Vistas Conference
Los Angeles (City) Schools, Volunteer Program (two programs--Wilshire Temple and California Federal Savings
American Library Association (San Francisco)
  Discussion leader (ASD pre-conference)
  Presented report (ASD--Committee on Service to Adult Illiterates)

continued

Conference Participation - (contd)

Binnie L. Tate

- Pepperdine Children's Literature and Storytelling Workshop
- Claremont Reading Conference
- School Librarians Association
- California Library Association
- Los Angeles County Juvenile Book Review Meeting as speaker
- American Library Association

Ralph Webb

- New Careers Conference
- American Library Association

Appendix C

SUMMARY OF ACTIVITIES

January-June 1967

Activity of combined staff	Bookmobile	Central Region	Lincoln Heights	Venice	TOTAL
Agencies contacted (no.of times)	123	168	160	250	701
Meetings attended	67	114	89	197	467
Programs in library	32	36	66	51	185
Programs outside	19	25	44	85	173
Classes in library	7 (at stops)	2	39	50	98
Classes outside	2	5	88	73	168
Displays	9	27	36	24	96
Lists	3	12	1	10	26
Information distributed (approx.no. of pieces)	21000	7659	1412	2800	32871

Appendix D

Visitors

Dr. Marshall Crawshaw
Supervising Curriculum Director
Training Department
Economic Youth Opportunity Agency (EYOA)

Mrs. Carma Leigh
California State Librarian
Sacramento

Mrs. Phyllis Dalton
California State Assistant Librarian
Sacramento

USC Library School Students from the Philippines
  Miss Necifura Punzalan
  Mr. Demetrio Orlino
  Mr. Emiliano Gapit

Miss M. Virginia Hughes, Consultant
State Library
Sacramento

Appendix E

FILMS ADDED

Films

* Caps for sale

* The circus baby

Getting a job is a job

History of the American Negro

Harriet Tubman and the Underground Railroad (2 parts)

* Make way for ducklings

Man aware (shows how a library can serve needs of the community)

* Millions of cats

Phoebe

The road ahead

Step a little higher

Troublemakers

Voyage Omega

You're no good

Filmstrips

Great Negroes--past and present (contains 1 book, 6 filmstrips, 3 records, 6 teacher's guides, 48 pictures)

How babies are made, 34 slides and viewer

Negro History

Picture book parade (Sets 3,4,5,6)

* Juvenile

Appendix F

RECORDINGS RECEIVED

(Central Region)

Bowmar Records

- Canadian folk dances
- Children's songs of Mexico
- Dances of Hawaii
- Folk dances #4
- Folk dances #5
- Folk dances #6
- Mexican folk dances
- More singing fun
- Rhythm time #1
- Rhythm time #2
- Singing fun
- Singing games #1
- Singing games #2
- Singing games and folk dances #3
- Songs for children with special needs

(Venice)

Unicef Publications

- Hi neighbor. Record 4

* * * * * * *

Artist	Title
Adderley, Cannonball	Mercy, mercy
Allison, Mose	I love the life I live
The Animals	Best
Baez, Joan	5
The Beach Boys	Best
The Beatles	Revolver
The Beatles	Rubber Soul
Belafonte, Harry	Love is a gentle thing
Berry, Chuck	Greatest Hits
-	The blues project, volume 2
Bobo, Willie	Spanish grease
Broonzy, Terry & McGhee	Blues
Buffalo Springfield	Buffalo Springfield
Butterfield, Paul	East west
The Byrds	5th dimension
Cambridge, Godfrey	Toys with the world
Charles, Ray	Genius sings the blues
-	Chicago blues today
Collins, Judy	Judy Collins

continued

RECORDINGS RECEIVED - (contd)

Artist	Title
Cosby, Bill	I started out as a child
Davis, Miles	E.S.P.
Dockstader, Tod	Eight electronic pieces
Donovan	Sunshine Superman
Dylan, Bob	Times are a-changin'
Four Tops	Four Tops
Getz, Stan	Jazz samba with byrd
The Impressions	Greatest hits
Jefferson Airplane	Jefferson Airplane
Jenkins, Ella	Counting games and rhythms
Leadbelly	Negro folk songs for young people
Lewis, Ramsey	Wade in the water
-	Love
McCann, Les	Spanish onions
Mann, Herbie	At the Village Gate
Martha & the Vandellas	Greatest Hits
Masakela, Hugh	Americanizations
Montgomery, Wes	Tequila
-	Motor town revue, vols. 1 & 2
Rawls, Lou	Live
The Rolling Stones	Aftermath
Simon & Garfunkel	Parsley, Sage
-	Singing in the kitchen with Clementine
Smith, Jimmy	Got my mojo working
Stewart, Billy	Summertime
Streisand, Barbra	My name is Barbra 2
Supremes	Where did our love go
Szabo, Gabor	Spellbinder
Jr. Walker & the All-Stars	Shotgun
Warwick, Dionne	Anyone
Watters, Buddy	Real blue
-	Why - The Staple Singers
Wilson, Nancy	Tender loving care
Winters, Jonathan	Here's Jonathan
The Young Rascals	The Young Rascals

Los Angeles Public Library
630 WEST FIFTH STREET
LOS ANGELES 17, CALIFORNIA

CITY LIBRARIAN
HAROLD L. HAMILL

Appendix G

Dear__________________,

We are in the process of evaluating the services of the Los Angeles Public Library's Federal Project. Would you please send a note concerning the services we have offered from the Central Region Office answering the following questions:

a. Have our services been of particular value? Why?

b. Which services would you like to see continued?

c. Do you have suggestions for further services?

d. Do you also use the services of your community branches?

    1. Is their service enough?

    2. Did you use them before Federal Project?

    3. What can be done to make branch service better?

I would appreciate an immediate answer to this inquiry to be included in a report due June 20th.

Thank you very much.

Sincerely,

(Mrs.) Binnie L. Tate
Senior Children's Specialist
Federal Project Staff
5923 South Western Avenue
Los Angeles, California 90047

Appendix H

(Form used in Mrs. Tate's Reading Project)

CHAIN OF READERS

YOUR NAME	YOUR THOUGHTS ABOUT THIS BOOK

Some books used:

- Abraham Lincoln
- Black Beauty
- Ellen Tebbits
- Heidi
- Ginnie and the Mystery Doll
- Jean & Johnny
- Mystery of the Haunted Hut
- Riding the Pony Express

Some comments were:

"I like this book because it told me about what I took for granted."

"This book has soul, baby, soul."

"I agree with everyone except one guy. Abraham Lincoln is one of the greatest men in the world."

"This book is for the birds."

Appendix I

(Form used by Mrs. Linville, Lincoln Heights)

NEW OR EXPANDED SERVICES

offered by

Lincoln Heights Branch Library
2530 Workman Street
Los Angeles, California 90031
CA 5-3977

Story hours

Library orientation for classes and organizations

Spanish and Spanish/English language collection of books, magazines and pamphlets

High-interest, low-reading-level material

Books and jackets for display purposes

Class visits to library

School visits by librarians

Teachers loan privileges (20 books for 4 weeks)

New teacher orientation sessions

Reader assistance for special interest groups: Lists compiled, books and special materials located, special collections made, club sponsorship

Film and record information

Speaker service

Appendix J

(Form used by Mrs. Linville, Lincoln Heights)

SCHOOL SERVICES

Name:

Address:

Principal:

No. of students:

No. of classrooms:

No. of classes:

Library:

Teacher-Librarian in charge:

P.T.A.

President: Address: Tel.

Program Chairman: Address: Tel.

Comment: (Special programs, services, resources, facilities, service groups connected with school, pertinent information.)

Services now offered by library:

Additional services desired by school:

Map: